

EDUCATION IN MODERN GREECE

By

George Milo Wilcox

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CHAPTER I

DEVELOPMENT OF EDUCATION IN GREECE SINCE
HER INDEPENDENCE

Greece, the source of our philosophical backgrounds, the home of Socrates, Plato and Aristotle, what does this land with its rich heritage offer educationally to its children of the present day?

The appreciation of education and the love of learning are conspicuous traits of the modern Greek. The hundreds of little bootblacks who flock to the night school of the Parnassus Society after having plied their trade all day in the streets of Athens, typify in a convincing way the efforts made by their countrymen against great odds, to achieve and continue the tradition of a glorious past.¹

ELEMENTARY EDUCATION

Even during the early years of the struggle for independence when the country was drenched with bloodshed and distracted by atrocities, the leaders of the nation that was slowly emerging from more than three and a half centuries of Turkish oppression, turned their thoughts to the establishment of schools. Soon after the first blow for freedom was struck, when in 1821 Germanos, the Metropolitan of Patras, raised the banner for church and country, the schools that had been in operation in various parts of Greece were closed or destroyed.² Although the primary attention of the Greeks was necessarily directed toward winning the war, it is significant that during the second year of the devastating struggle they took up the question of educational organization.

The first National Assembly of Greeks held at Epidaurus in the Peloponnesus in 1822, in drawing up the Constitution of Greece, provided for free elementary education for all at the expense of the state. A committee was appointed to develop plans of organization. Its report, submitted in 1824, called for three grades of schools, elementary, middle, and higher. The elementary or demotic schools were to have a four-year course and the middle schools were divided into two types, the Hellenic schools of three years followed by the four-year Gymnasia.

¹ An account of economic, political, and social backgrounds of education in Greece may be found in Ross, F. A., Fry, C. L., and Sibley, E.: *The Near East and American Philanthropy*, pp. 114-122, 128-142.

² Gennadius, J.: *A Sketch of the History of Education in Greece*, pp. 15, 21. Edinburgh, 47 Moray place, 1925.

"It is to be remembered that this was resolved when the whole country was but a smoking desert, because of the devastations of a war of extermination."² The financial resources of the country, striving for its very existence, were inadequate to put the plan into immediate execution. The committee proposed, therefore, that primary attention be given to elementary schools, which were considered to be most important, and that the Lancastrian system of instruction be employed because it was least expensive.

This early effort to start schools is not to be attributed to the influence of philhellenes who went to Greece since they were by no means unanimously in favor of the immediate extension of education. The Honorable Leicester Stanhope, who arrived in Missolonghi in 1823, favored expansion of educational opportunities without delay and published a newspaper to disseminate his views. On the other hand, Lord Byron thought that educational questions should wait until the termination of the war.

LOCAL INITIATIVE

Several communities without waiting for government action, established schools on their own initiative and at local expense. They were taught by "Older men and priests who could take no part in the struggle. Thus we find that in 1824 a few young girls were being taught under the very shadow of the Parthenon, while their fathers were fighting for freedom."³ During the period of three months, from February to May 1828, while the war was still in progress, twenty-two Lancastrian primary schools were started by communities on some of the Aegean islands at no expense to the central government.⁴

The development of elementary education was further stimulated by the election of Capodistrias in 1827 as the first President of Greece. He was opposed to higher education which he feared might lead to unrest and disorder, but he was an earnest advocate of elementary and middle schools. The committee which he appointed in 1829 was active in the establishment of elementary schools.

Immediately after the close of the war in 1829, many schools were opened. According to the report of Kokkonos, Minister of

² Gennadius, *Op. cit.*, p. 21.

³ Gennadius, *Op. cit.*, p. 21

⁴ Quinn, Daniel: *Education in Greece in Report of the Commissioner of Education, 1896-97*, p. 296. Washington, 1898.

Education, there were in 1830 seventy-one elementary or demotic schools in Greece, 31 in the Peloponnesus with 2,064 pupils, 37 in Greek islands with 3,650 pupils, and 3 in continental Greece with 407 pupils, a total of 6,121 pupils enrolled in elementary schools. Thus, within a year of the close of the War of Greek Independence, which is said to have cost Greece the lives of nearly half of her population, about one per cent of the population was enrolled in the demotic schools. The budget for public education was 141,120 francs in 1829 and 220,500 francs in 1830.⁵

After the death of Capodistrias who was assassinated in 1831, Otho of Bavaria was selected as king of the new country. Soon after his arrival in January 1833, important measures were taken for the development of education. On February 6, 1833, the Primary and Communal Education Law was enacted. A law of 1834 established compulsory education for all children between the ages of five and twelve in communes having an elementary school and made parents who failed to send their children liable to a fine of from 10 centimes to 50 francs for each hour of absence.⁶ It was not, however, rigorously enforced. The plan for demotic schools as outlined in this law followed the model of French elementary schools. Since the localities were negligent in paying the salary of their teachers, a law was passed on July 12, 1856 making the government responsible for teachers' salaries.

The Lancastrian method⁷ of instruction was employed at first in the elementary schools because of the poverty of the country. According to this plan the younger pupils were divided into groups, each taught by an older pupil. The teacher in turn taught these older pupil-teachers, called monitors, the lessons they were to pass on to their groups. He also was responsible for maintaining order in the school. The older pupils suffered by not receiving instruction suited to their own needs, and the younger pupils because of the deficient knowledge and skill of their monitors. The Lancastrian method was discontinued in 1842 and the French system of elementary instruction was adopted. Since then French influence has been felt increasingly especially in the elementary schools and in the organization and functioning of the Ministry of Education.

⁵ Lefhas, Christodoulos B.: *Evolution of Legislation on Secondary Education in Greece, 1821-1921*, p. 5. Athens, Michael Mantzebelakis, 1921. Translated from the Greek.

⁶ Chassiotis, G.: *L'Instruction Publique chez les Grecs*, p. 173, 174. Paris, Ernest Leroux, Editeur, 1881.

⁷ Chassiotis, *Op. cit.*, p. 178.

MIXED SCHOOLS

In the law of 1834, no distinction had been made in the organization of schools for boys and for girls except in such minor details of the course of study as that the boys would have manual work and the girls knitting and embroidery. During the early years of the monarchy most of the elementary instruction was given in mixed schools for both boys and girls. The Ministry of Public Instruction disapproved of this plan and issued a circular on September 10, 1852 requiring that mixed schools be reorganized into separate schools for boys and for girls within two months. As a result girls' schools increased rapidly in number from 52 in 1852, 70 in 1860, 103 in 1863, and 125 in 1866, to 133 in 1869, of which 66 were private schools. In spite of the progress shown, educational opportunities for girls were inadequate because many localities were too poor to support two separate schools. There was considerable agitation to permit mixed schools for boys and girls under the age of ten years and later the prohibition of such schools was removed. Under the present Venizelos regime the mixed school is the approved type. At the present time there are more mixed elementary schools than the total of boys' and girls' elementary schools combined.

In 1870 there were 65 children in school for every 1000 of the population and there was one elementary school to every 747 people.⁸ The budget for elementary schools in 1879 was 1,612,000 drachmas, of which 190,000 was paid by the national government and 1,422,000 by the communes. The cost of elementary instruction was 21 drachmas per pupil. One-sixth of the communal revenue was spent for elementary schools.

NUMBER OF ELEMENTARY SCHOOLS, 1830-1930

The number of elementary schools continued to increase rapidly, as shown in Table I. Following the Balkan Wars of 1912-1913 and the addition to Greece of Southern Epirus and Macedonia, there was a renewed expansion of educational effort to provide schools in the newly acquired regions. The acquisition of Western Thrace as a result of the World War added about 600 more schools. As a result of this rapid growth, in 1923-24 there were 1,581 demotic schools for boys, 1,103 for girls and 4,932 coeducational demotic schools, a total of 7,616 public elementary schools. In 1929-30, there were fewer separate schools for boys and girls, and an increase in the number of mixed schools, bringing the total

⁸ Chassiotis, *Op. cit.*, pp. 183, 184

number to 7,290 elementary schools. The rapid increase in the number of mixed schools is shown by the fact that in 1926, nearly seventy per cent, and in 1928-29 seventy-five per cent of the elementary schools were of this type, compared with none reported in 1879.

The recent Venizelos administration has definitely approved of mixed elementary and secondary schools. It has also adopted the 6-6 plan of organization, eliminating the separate middle, or Hellenic, school. The results of these developments in the number and classification of schools are shown in Tables I and III.

In addition to the elementary schools, there were in 1926-27, 336 infant or maternal schools attended by 12,537 children, 6,709 boys and 5,828 girls; in 1927-28, 344 infant schools attended by 16,726 children, 9,122 boys and 7,604 girls; in 1928-29, 311 schools with 15,114 pupils, 8,867 boys and 6,247 girls; and in 1929-30, 345 infant schools with 15,792 pupils, 8,326 boys and 7,466 girls.

Table I

NUMBER OF PUBLIC ELEMENTARY SCHOOLS, 1830-1930¹

Item	Year	Schools			Total
		Boys	Girls	Mixed	
1	1830				71
2	1840				252
3	1855	357	52		409
4	1860	598	70		668
5	1866	942	125		1067
6	1869	898	133		1031
7	1873	989	138		1127
8	1879	1035	137		1172
9	1895				2119
10	1905				3297
11	1908				3413
12	1910				3550
13	1924	1581	1103	4932	7616
14	1926-27	917	874	5759	7550
15	1927-28	996	971	5750	7717
16	1928-29	958	932	5597	7487
17	1929-30				7290

¹ Statistics for items 1, 3, 4, 5, 6, 7, 8 are from Chassiotis, *Op. cit.*, p. 183; for items 2, 3, 4, 5, 6, 7, 8, 10, 11 are from Dürr, J. F.: *Das griechische Unterrichtswesen*, p. 17; for items 9 and 12 from Gennadius, *Op. cit.*, p. 86; for items 13 from the Ministry of Education, Athens, 1925; statistics for items 14, 15, and 16 are from the *Bulletin Mensuel de Statistique*, publié par la Statistique Générale de la Grèce, Athènes, Imprimerie Nationale, January 1929, p. 37; and for item 17 from the issue of the same bulletin for April, 1930, p. 48.

There are also elementary and maternal schools provided for children whose mother tongue is other than Greek. In 1929-30, there were 25 elementary schools of this type for Jewish children, attended by 5,724 pupils, 3,292 boys and 2,432 girls; and 13 elementary schools for children of other languages, attended by 1,222 pupils, 704 boys and 518 girls. In the same year there were 7 infant schools for Jewish children attended by 697 pupils, 368 boys and 329 girls; and one other infant school conducted in another language than Greek, with 72 pupils, 40 boys and 32 girls.

Table II

ENROLLMENT IN PUBLIC ELEMENTARY SCHOOLS, 1830-1930¹

Item	Year	Enrollment			Population	% 4 is of 5	% 5 is of 6
		Boys	Girls	Total			
1	2	3	4	5	6		
1	1830			6,721	700,000		0.9
2	1840			20,000	856,470		2.
3	1855	30,520	4,753	35,273	998,266	13	3.5
4	1860	38,427	6,803	45,230	1,096,810	15	4.
5	1866	44,102	8,481	52,583	1,325,479	16	4.
6	1869	43,876	8,824	52,700		17	
7	1873	63,156	11,405	74,561	1,437,026	15	5.
8	1879	67,108	12,340	79,448	1,679,775	16	5.
9	1895			158,640			
10	1905			230,368	2,550,000		9.
11	1908			241,406	2,631,951		9.
12	1910			233,164			
13	1924	342,472	227,983	570,455		40	
14	1926-27	371,952	272,407	644,359		42	
15	1927-28	379,995	282,084	662,079	6,204,684	43	10.7
16	1928-29	364,521	271,874	636,395		43	
17	1929-30	380,303	296,476	676,779		42	

¹ Statistics for items 1, 3, 4, 5, 6, 7, and 8, are taken from Chassiotis, *Op. cit.* p. 183; for items 2, 3, 4, 5, 6, 7, 8, 10, and 11 are from Dürr, *Op. cit.*, p. 17; for item 9 and 12 from Gennadius, *Op. cit.*, p. 86; for item 13 from the Ministry of Education, Athens; for items 14, 15, and 16 from the *Bulletin Mensuel de Statistique*, May, 1929, p. 42; and for item 17 the statistics are from the issue of the same bulletin for May, 1930, p. 52. The figures for population in item 15 are for the census of May 15, 1928 as given in the *New International Yearbook*, 1930, p. 330; New York, Dodd, Mead & Co., 1931.



ENROLLMENT IN ELEMENTARY SCHOOLS, 1830-1930

The increase in the number of pupils enrolled in elementary schools during the century from 1830 to 1930 is shown in Table II. In 1830 there were 6,721 pupils and in 1929-30 there were 676,779 children enrolled, a one hundred-fold increase. While only nine-tenths of one per cent of the population were found in the elemen-

tary schools in 1830, and four per cent in 1860, the number of children in the demotic schools had increased to nine per cent of the population in 1905 and to 10.7 per cent in 1927-28, at the time of the latest census of population in Greece. Table II shows also the rapid increase in the proportion of girls in elementary schools as compared with total enrollment. In 1855, thirteen per cent of the elementary school pupils were girls. The percentage of girls fluctuated between 15 and 17 from 1860 to 1879, whereas in 1923-24 forty per cent, and in 1929-30, forty-two per cent of the pupils were girls.

SECONDARY EDUCATION

While the War of Independence was in progress a Gymnasium was established in Athens (1824) with General Gouras, the defender of the Acropolis, as a trustee and with Mr. Gennadios as director. This marked the beginning of secondary education in liberated Greece. By 1829 there were 37 Hellenic schools with 2,588 pupils.¹ A Gymnasium was opened in Aegina on the 13th of November of the same year.

The Law on Hellenic Schools and Gymnasia² dated December 31, 1836, made further provision for secondary education. It followed the plan outlined in 1824 and provided for Hellenic schools of three years which were to be followed by Gymnasia of four years. The organization of education as prescribed in this law followed the pattern of Bavarian secondary schools.

The law provided that pupils who had finished the four years of the demotic school were to be admitted to the first year of the Hellenic School. Each grade was to have one teacher. The subjects taught were, in the first year, Greek, Old and New Testament, geography of Greece, arithmetic, penmanship, and French; in the second year, Greek, religion, ancient and modern history, geography of Europe, arithmetic, penmanship, nature study, and French; in the third year, Greek, ethics, anthropology, Roman history, geography of the world, algebra, geometry, Latin, experimental physics, and French. The teachers of the Hellenic schools were required to have a diploma of graduation from a Greek Gymnasium and to pass an examination on their teaching ability before the faculty of a Gymnasium.

GYMNASIA

The aim of the Gymnasia as stated in the Law of 1836 was

¹ Chassiotis, *Op. cit.*, p. 148

² Lefhas, *Op. cit.*

to continue the training of students who had graduated from the Hellenic schools and to prepare those who wished to enter the university. The subjects taught were, Greek, Latin, religion, history, geography, mathematics, physics, nature study, logic, and French. The teaching staff of the Gymnasia was composed of five professors, two philologists, one mathematician, one for French, history and geography, and one physicist. The qualifications of a professor in the Gymnasium were, two years of study in the university and a successful examination before an authorized committee.

ADMINISTRATION

The Law of 1836 provided that one of the duties of the director of a Gymnasium was to inspect the Hellenic schools in his province. Professors of the university were to be sent to inspect the Gymnasia.

A board of trustees was provided for every Hellenic school and Gymnasium, to be composed of the Governor of the province, the bishop or his representative, the mayor, and two other residents to be appointed by the municipal council.

The appointment, dismissal, and transfer of secondary school teachers was completely in the hands of the Minister of Education until 1905. In that year the first law aiming at decentralization of educational authority was passed. It provided for the appointment of five inspectors and an Educational Council of seven members. The duty of the inspectors was to inspect the teaching ability of all teachers and to report to the Educational Council and the Minister. Without the written recommendation of the Educational Council, the Minister could not take any step to transfer, promote, or dismiss a teacher. A law of 1908 emphasized the rights and authority of the Educational Council and a law of 1914 increased the number of inspectors and gave the Educational Council greater independence of action.¹

GROWTH OF SECONDARY SCHOOLS

The increase in the number of Hellenic Schools and Gymnasia and in their enrollment from 1849 to 1930 is shown in Tables III and IV. The rapid growth in recent years is seen by comparing figures for 1913-14 with those for 1923-24. In this decade the number of schools increased from 322 to 623, a gain of 93 per cent; the number of pupils increased from 35,989 to 85,924, a gain of 139 per cent; and the number of teachers increased from 1455

¹ See further on page (27)

to 2542, an increase of 75 per cent. This has been a period of storm and stress, but it has added great areas and large populations to Greece, accounting in part for the phenomenal increase in secondary schools and pupils.

In 1928-29, there were 690 secondary schools, of which 426 were Hellenic schools and 207 were Gymnasia, 60 incomplete and 147 complete schools; 22 were schools, girls', 12 practical lyceums, and 23 were schools for elementary school teachers. These schools had a total of 2,724 teachers and 94,995 pupils, 72,217 boys and 22,778 girls. In 1929-30, as a result of reorganization effected by the Venizelos administration, discontinuing the Hellenic schools and increasing the course of the Gymnasia to six years, there were 497 secondary schools, of which 447 were Gymnasia, 299 incomplete and 148 complete six-year schools, 18 girls' schools, 11 practical lyceums, 13 schools for elementary school teachers, and 8 for teachers in infant schools. In 1930-31, there were 415 Gymnasia, 266 incomplete and 149 complete, with 2,346 teachers and 56,002 pupils, 43,350 boys and 12,652 girls.

Table III

NUMBER OF PUBLIC HELLENIC SCHOOLS AND GYMNASIA, 1849-1931¹

Item	Year	Hellenic Schools			Gymnasia			Total	Total		
		Boys	Girls	Mixed	Total	Incomplete	Complete				
							Boys	Girls	Mixed		
1	1849				75					6	81
2	1855				81					7	88
3	1866				114					7	121
4	1871				114					15	129
5	1874				136					18	154
6	1878				167					22	189
7	1892				284					40	324
8	1895				240					42	282
9	1897				243					40	283
10	1902				285					38	323
11	1907				305					39	344
12	1911				282					97	379
13	1913										320
14	1923				417					206	623
15	1926				443					220	663
16	1926-27	55	24	345	424	55	20	6	121	202	626
17	1927-28	60	26	329	415	60	22	7	118	207	622
18	1928-29	69	26	331	426	60	21	7	119	207	633
19	1929-30					299			148	447	447
20	1930-31					266			149	415	415

¹ Data for items 1, 2, 3, 5, and 6, are from Chassiotis, *Op. cit.*, pp. 270, 272; items 4, 8, and 12, from Gennadius, *Op. cit.*, pp. 27, 36; items 7, 9, 10, and 11, from Lefhas, *Op. cit.*, pp. 16, 17; items 13, 14, and 15, from the Ministry of Education, Athens; items 16, 17, and 18, from the *Bulletin Mensuel de Statistique*, February 1929, p. 49; for item 19 from the issue of the same bulletin for May, 1930, p. 52; and for item 20 from the issue for February, 1931, p. 60.

Table IV
 NUMBER OF PUPILS IN PUBLIC HELLENIC SCHOOLS AND GYM
 1849-1931¹

Item	Year	Hellenic Schools			Gymnasias						Total					
		Boys	Girls	Total	Incomplete		Complete		Total							
					Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1	1849-50			2,850						740			3,590			
2	1855-56			4,200						968			5,168			
3	1866-67			6,543						2,040			8,583			
4	1871			5,000						1,800			6,800			
6	1874-75			7,746						2,460			11,206			
6	1878-79			8,728						3,214			11,942			
7	1892			14,677						5,883			20,560			
8	1895			13,490						5,062			18,552			
9	1897			13,189						4,070			17,259			
10	1902			22,039						5,556			27,595			
11	1907			20,659						5,296			25,955			
12	1911			24,729						7,022			31,751			
13	1913												35,989			
14	1923												85,942			
15	1926			64,853						29,339			94,192			
16	1926-27	44,033	11,410	55,443	2,025	448	2,473	28,683	6,316	34,999	30,708	6,764	37,472	74,741	18,174	92,915
17	1927-28	42,704	11,276	53,980	2,438	516	2,954	28,940	6,269	35,209	31,378	6,785	38,163	74,082	18,061	92,143
18	1928-29	38,805	11,080	49,885	2,398	447	2,845	27,845	6,740	34,585	30,243	7,187	37,430	69,048	18,267	87,315
19	1930-31				7,166	1,053	8,219	36,184	11,599	47,783	43,350	12,652	56,002	43,350	12,652	56,002

¹ Data for items 1, 2, 3, 5, and 6, are from Chassiotis, Op. cit., pp. 270, 272; for items 4, 8, and 12, from Gennadius, Op. cit., pp. 27, 36; items 7, 9, 10, and 11, from Lephas, Op. cit., pp. 16, 17; items 13, 14, and 15, from the Ministry of Education, Athens; for items 16, 17, and 18, from the Bulletin Mensuel de Statistique, June, 1929, p. 61; and for item 19 from the same bulletin for February, 1931, p. 60.

CHAPTER II

ADMINISTRATION OF EDUCATION IN GREECE

TYPES OF SCHOOLS

The general plan of organization of education in "Old" Greece has been until recently on a 4-3-4 basis, four years of primary education in the demotic school, three years in the Hellenic school (Hellenikon), and four years in the Gymnasium. In "New" Greece,¹ a 6-6 plan is followed in many places, six years in the elementary school and six in the Gymnasium or high school. The recent Venizelos administration has adopted the 6-6 plan as standard. The 6-6 type sometimes provides for a repetition of the first grade of the elementary school and extends through the first year of the Hellenic school in the first six years; in the second six years, it begins with the second grade of the Hellenic school and extends through the Gymnasium. In other systems of the 6-6 type, the elementary school is extended to include the first two years of the Hellenic school, and the high school begins with the third year of the Hellenic school and extends one year beyond the Gymnasium. There are also many incomplete Gymnasia offering courses of from one to five years.

Most of the Gymnasia are classical, but there are a few *real* Gymnasia or science high schools. Most of the demotic and elementary schools are mixed schools for both boys and girls, others are separate boys' schools or girls' schools. The secondary schools are listed as boys' schools or girls' schools, but girls are also permitted to attend many of the Gymnasia for boys, especially in towns having only one Gymnasium. There are also a few middle schools for girls to which students are admitted after finishing the second year of a Hellenic school.²

Private schools and orphanages provide for the education of about five per cent of the children in Greece attending schools. In 1926 there were 304 private schools of which 102 were secondary

¹ Northern Greece, Epirus, Macedonia, and Western Thrace.

² Under the recent administration of Premier Venizelos, all schools of elementary and secondary grade have become coeducational or mixed schools for both boys and girls, except that there are still a few special secondary schools for girls with courses different from those offered in the Gymnasium. There is a tendency to change some of the classical Gymnasia into agricultural Gymnasia as they are called in the new plan. Latin and some other classical studies are dropped from the courses of these schools, making room for the agricultural courses.

and 202 were elementary schools, including both Greek and foreign. There are at least 61 foreign schools of which 36 are French and the others American, Italian, Jewish, Armenian, German, and Roumanian. They are under the general administration and supervision of the general inspector of private institutions.

ADMINISTRATION

The administration of education is scattered among five of the national ministries, the Ministry of Education and Public Worship, the Ministry of National Economy, the Ministry of Agriculture, the Ministry of Communications, and the Ministry of Hygiene and Public Welfare.¹ Since the primary object of all of these ministries except the first is other than educational, it would seem to be consistent with economy and good organization to concentrate the national administration of all schools in the Ministry of Education and Public Worship.²

MINISTRY OF EDUCATION AND PUBLIC WORSHIP³

The present organization of the ministry is based on a presidential decree of September 3, 1926.

- Office of the Minister
- Office of the Secretary General
 - Bureau of Personnel
 - Bureau of Archives and Files
 - Bureau of Legacies
- Department of Sciences and Fine Arts
 - Bureau of Higher Education
 - Bureau of Letters and Fine Arts
- Department of Education
 - Bureau of Secondary Education
 - Bureau of Primary Education
 - Bureau of School Funds
- Department of Public Worship
- Department of Archaeology
- Department of School Architecture
- Department of School Hygiene
- Department of Physical Education

¹ The Ministry of War administers the Military Academy and the Academy of War.

² The consolidation of all educational functions under one ministry is a tendency that may be observed in several European countries; in Austria since 1919, cf. *Educational Yearbook, 1926*, of the International Institute of Teachers College, Columbia University, p. 5; in Saxony, Germany, cf. *Educational Yearbook, 1926*, p. 199; and in France, cf. *Educational Yearbook, 1924*, p. 248, 1927, p. 112, and 1928, pp. 286-290; also Kandel: *History of Secondary Education*, p. 221.

³ Formerly called Ministry of Education and Ecclesiastical Affairs. The new name implies the extension of its authority over other religious bodies than the Orthodox Church.

The Minister of Education is one of the twelve members of the National Cabinet. The term of office is often quite brief, generally terminating with each change of Ministry.

The Secretary General is appointed by the Minister. He is not a permanent official, but is sometimes re-appointed by succeeding Ministers, thus providing continuity in the direction of educational affairs. Matters relating to personnel, archives, legacies, statistics, accounts, and information, are under the direction of the Secretary General.

The Department of Sciences and Fine Arts administers the universities and the Academy. (The School of Economics and Commercial Sciences, the School of Agriculture, and the Forestry School, which are of college grade, are under their respective Ministries.) It has control of the National Library, books, publications, and the approval of school books.

The Department of Education controls affairs relating to classical Gymnasia, *real* schools, normal schools, middle schools for girls, Hellenic schools, primary schools, and kindergartens. (The commercial, agricultural, and trade schools are under other Ministries.)

The Bureau of School Funds (literally "Educational Provision") controls the collection and use of local school funds from gifts, local taxes, and other special taxes. These funds are expended for school buildings, equipment, libraries, museums, and minor local needs. The major expenses of education are paid out of the National Treasury, in which the revenue is not differentiated.

The Department of Public Worship functions as the means of contact between the Government and the Holy Synod of the Orthodox Church. It has charge of the theological seminaries and other religious schools.

The Department of Archaeology has charge of museums, excavations, archaeological societies, and publications related to this subject.

The Department of School Architecture makes plans for school buildings of different types and sizes and has charge of the construction of school buildings.

The Department of School Hygiene supervises the inspectors of hygiene, school doctors, and matters of sanitation.

The Department of Physical Culture is responsible for physical education in the schools, playgrounds, the Olympic Games, and military training in the schools.

COMPARISON OF EDUCATIONAL ADMINISTRATION
IN FRANCE AND GREECE

When Prince Otho of Bavaria became King of Greece, he brought with him German advisers and experts to aid in the re-organization of the government. Their influence on education lasted until the fall of Otho in 1862. Since then French influence has had an important effect on educational organization and methods. This fact makes a comparison of educational administration in France and Greece pertinent.

The high degree of centralization of educational authority in Paris finds its counterpart in Athens. At the head of the two systems stand, respectively, the Minister of Public Instruction and Fine Arts, and the Minister of Education and Public Worship. The line of authority in France runs down through the Rector of the Academy, the Prefect of the Department, and the Mayor of the Commune, to the individual teacher and pupil. In Greece with its smaller population,¹ the line of authority is directly from the Ministry, through the inspectors, to the local schools, without intervening political officials. In both countries the Ministry is the highest authority in educational matters. Presidential decrees, which in educational affairs no doubt frequently originate with the Minister of Education, have the force and effect of laws.

Since the term of the Minister, however, is uncertain and may end at any time with the overthrow of the government of which he is a member, continuity in the administration of education is dependent in both countries on a permanent staff. Changes in Ministries have been frequent in recent years in Greece with the result that the Educational Council has become very important in educational affairs. It is an independent body with advisory, legislative, and judicial powers. It has direct authority over general inspectors, primary inspectors, and district supervisory councils, and through them over all the teaching staff of public and private elementary and secondary schools. It advises the Minister at his request or on its own initiative on all educational matters; prepares or approves circulars, schedules, curricula, and courses of study; approves or rejects textbooks for the schools; proposes the appointment, promotion, transfer, or release of all educational personnel, including general and primary inspectors, directors of schools, professors, and teachers; and acts in a judicial capacity on issues between educational subordinates. It has, thus, a more important place in the educational organization than the

¹ 6,204,684, males 3,076,235, females 3,128,449. Census of May 15, 1928.

Higher Council of Public Instruction in France, the functions of which are mainly advisory, although they are also legislative and judicial.

The French Higher Council is an elected body representing the different branches of education, with some appointed members. The Greek Educational Council is composed of eleven members, seven of whom are permanent and four elected, two each representing the personnel of elementary and of secondary education. There are also two alternate members chosen by the elected members. The term of the elected members is three years; they are eligible for re-election only after the lapse of six years. They have the same powers and duties as permanent members.

Members of the Educational Council are not permitted to occupy any other public or private position or to engage in any other kind of work. Each of the permanent members is required to travel one month each year to inspect schools or to study educational problems. The traveling schedule of each member is arranged during September each year. Educational Councillors as well as directors and heads of departments in the Ministry, may be sent on special missions by order of the Minister of Education.¹

Vacancies in the permanent membership are filled by the Minister of Education on the nomination of the Educational Council. Eligibility is limited to graduates in Philosophy, Physics or Mathematics of Greek or foreign universities; former members of the Educational Council; senior inspectors of primary education; general inspectors who have served at least two years; directors of schools; directors of normal schools with at least two years ex-

¹ Changes in administrative organization have been proposed by the Venizelos regime and some of them have been put into effect. The Highest Educational Council of the State, composed of forty men representing the various departments of the institutions of higher learning, the universities, Polytechnic Institute, Highest Agricultural School, Highest School of Commercial and Economic Studies, chambers of commerce and industries, will meet every year to deliberate on the direction of the entire system of education. Its primary mission is to coordinate all the various aspects of education and to achieve an equilibrium of the different tendencies in educational matters. Next to it is the Educational Advisory Council of five members of whom one is a woman, which advises the Minister of Education on all phases of education. A third body is the Educational Administrative Council composed of eight permanent members and two others elected every second year by all the teachers of Greece, which is charged with the inspection of the work of the teaching personnel and has authority in matters of appointment, promotion, transfer, and dismissal. Each primary and secondary educational area throughout the country has also its educational administrative body which takes care of local educational matters; it is a further step in decentralization of educational administration.

perience; chiefs of the Bureaus of Primary and of Secondary Education in the Ministry; and certain classes of professors, teachers and primary inspectors who have had many years of experience or have studied three years in Philosophy or Pedagogy in a university in Europe or America. At least one permanent member must be selected from the Faculty of Physics and one from the Faculty of Mathematics. The permanent members continue in office until retired at the age of sixty-five (Presidential Decree, September 17, 1926).

In both countries the accepted theory is that education is the function of experts who shall decide what is to be taught, the methods of instruction, the textbooks permitted or required, who shall be eligible to teach, and all matters concerned with the *interna* of education. Local interest and initiative are not relied on to organize schools, employ teachers and carry out an educational program. Since both countries are democracies with a tradition of freedom, one is driven to search for the causes of the high degree of centralization that prevails. The republican form of government in both countries is built on an overthrown monarchy. In a very real sense, the president may be thought of as a temporary king with reduced powers. The need of strong organization is felt as a defence against internal and foreign perils. In France the general plan of educational organization goes back to the time of Napoleon; in Greece to King Otho. France felt the need of more closely unifying and integrating her people; the Greeks had a very strong bond in their common inheritance from antiquity and their common hatred and fear of the Turk. The torch of culture and education had burned low, however, during the four centuries of oppression. The new country found only a very few of its leaders with the ability to lead in the needed educational reorganization. The common people, poverty-stricken and ignorant, were not able to develop local schools without guidance, inspiration and the authority of the central government. The centralized type of organization once established, discouraged exhibitions of local initiative and gathered complete power in its own hands.

The authority of the Ministry makes itself felt in France by means of the inspection service carried on by the staff of twelve general inspectors attached to the Ministry, one hundred and six academy inspectors, appointed by the Minister and reporting to the Rector of the Academy, chiefly on matters concerned with secondary schools; and a large number of primary inspectors, also appointed by the Minister. They are assisted by the Academic Council, the general departmental council, the departmental coun-

cil for elementary education, the school committee of the commune, and cantonal delegates.

In Greece the inspectorial staff is even more directly responsible to the Minister. There are two Higher Supervisors of Primary Education, who supervise and instruct the personnel of all normal schools and all primary inspectors. They have the rank of a member of the Educational Council. They travel in all parts of Greece, meeting all professors and teachers, and discussing, lecturing and demonstrating new and improved methods of teaching. It is their function to impart to teachers in primary schools and professors in normal schools, ideas, objectives and methods that will result in the improvement of primary education.

Greece is divided into twelve educational areas for each of which a general inspector is appointed by the Minister on the nomination of the Educational Council. There is also one general inspector of private schools for the whole of Greece. The duties of a general inspector are to inspect and supervise secondary schools in his district, supervise the work of the primary inspectors, carry out the orders and instructions of the Educational Council, and inspect each teacher as to his teaching ability. He is responsible for the conduct of teachers. He holds teachers' meetings and reports on them to the Ministry. He is responsible for the enforcement of the compulsory education law. He advises the Minister and the Educational Council on all educational matters in his area. After each inspection trip and in his annual report, the inspector reports to the Minister on the qualifications of each of the teachers in his area. These reports are available for the teacher concerned and have a considerable influence in stimulating teachers to improve themselves professionally.

The twelve general inspectorial areas are divided into 71 primary inspection districts over each of which a primary inspector is appointed by the Minister of Education on the nomination of the Educational Council. He is responsible to the general inspector. His duties are to inspect and advise primary teachers as to methods and content of school work, the conduct of teachers, registration of pupils, teachers' meetings, and all other matters pertaining to primary schools.

Provision is made for a certain amount of local initiative, especially in matters of *externa*, through the district supervisory council, composed of three members, the senior director of a local Gymnasium, the judge of the highest local court, and the primary inspector. Its functions are to deliberate and advise on matters relating to construction of school buildings, classification of teach-

ers, and all other educational questions involving the district, and to act as an advisory body to the Educational Council and the Minister on matters of appointment, promotion, transfer, punishment, and release of teachers. The inspector reports to the council and a copy of his reports, as well as minutes on all actions taken by the supervisory council, is sent to the Educational Council. In order to provide another avenue for the expression of local sentiment in educational matters, the supervisory council selects a school committee of five members from among the parents of children in each secondary school, and a school committee of three members likewise for each primary school. One of the teachers is secretary of the committee. The school committee collects and disburses local funds and contributions, and organizes fetes and bazaars to raise money for the school. These activities tend to stimulate local interest in the schools and their problems. The committee may make expenditures for furniture, equipment, supplies, library, museum, upkeep, repairs, janitorial service, scholarships, books for poor children, and similar enterprises in which the community may be interested. Complaints against teachers are referred by the school committee to the inspector; it has no authority to act in matters of this kind.

The tendency to get away from too great centralization which in France shows itself in the movement for *Regionalism* and in the activities of *Les Compagnons de l' Université nouvelle*, has made itself felt in Greece in the organization of local school corporations empowered to collect funds from local taxes and other sources. A corporation consists of five or seven members, one of whom is appointed by the general inspector of the area from the local teaching personnel, and the others by the Communal Council and the school committees, for a term of four years. They are the trustees of all school buildings and other property, whether constructed before the corporation came into existence (Educational Law of 1920) or new buildings constructed under the direction of the corporation. The income of these local treasuries is from local taxation or obligatory contributions from the communities, from school committees, monasteries, an educational stamp tax, school fees, donations, legacies, sales, and miscellaneous sources of income. The sums collected are deposited in the National Treasury where they draw interest. The corporation has the power also to make loans, with the consent of the Minister, in order to carry through its building plans without delay. These very considerable powers of the local school corporation point to it as a possible avenue for the expression of increased local interest, initiative, and responsibility for the support and direction of schools. Perhaps in no distant day localities that desire a more

complete or different type of educational offering than that provided by the Ministry, may have the authority to exceed the government schedules without the necessity of recourse to private schools.

COMPULSORY EDUCATION

Since 1834 elementary education has been compulsory in Greece. At that time elementary schools consisted of only four grades and children were required to attend school until they secured a certificate showing completion of the elementary school. In 1895 and again in 1905 the earlier law was amended extending the elementary school course to six years and making six years of education compulsory. A presidential decree¹ issued in 1926 is the present basis for regulations on compulsory education. It requires boys and girls between the ages of six and fourteen years to attend school until they get a certificate from a six-grade elementary school or the equivalent. Parents and guardians are responsible for carrying out this order. At the beginning of each school year, the head of each school must announce the opening of school. He must publish the list of children who have completed their sixth year of age and who must attend school. Only children who have completed six years of age, or will complete them by the end of the following December, are registered in the first grade. The list of these children must be secured from the mayor or the president of the community. Officials who do not carry out this order are liable to a fine of 1000 drachmas, which will be spent for the needs of the school. Each school director has a notice read in the church in each school district on each of the last two Sundays in August. The notice gives a list of the children who, according to the records of the municipality, are required to register for the first time during the following first week of September. It states also the laws on compulsory education and the penalty for failure to comply with them.

The district in which each child will attend school is decided by the local supervisory council. Children are registered in the school of their own parish unless the parent gets permission from the inspector to have them registered in some other school.

The day after the close of registration, the head of each school must notify parents or guardians of children who have not been enrolled that they are allowed fifteen days of grace. If they do not comply with this order they are liable to the following penalties:

¹ Official Gazette, May 7, 1926

a. They must pay a fine of 10 drachmas for each day to the end of October that the child is absent from school, and after that 20 drachmas each day.

b. Fines are collected with the help of the police and will be used for school purposes.

c. Parents of children who are absent will be called before the court of justice.

d. Those who persist in violating this law are liable to imprisonment for from five days to three months and the payment of the required fine.

All pupils must attend school regularly. In case of absence the parent or guardian may present an excuse. The head of a school may excuse absences of not more than five days each month. In case of illness of more than fifteen days, a doctor's certificate is required. If a pupil is absent for more than a month, his guardian is liable to a fine of 20 drachmas per day of absence. In case of absence of more than two months, the guardian is subject to the penalties in paragraphs c and d above.

The head of each school system must submit to the Ministry of Education a monthly report on absences.

When a recruit is called to serve in the army, he must have a certificate showing that he has completed a six grade elementary school. If he is unable to present such a certificate, he must serve in the army as many months more as the number of years he missed from school between the ages of six and twelve.

A headmaster who does not carry out the regulations of this decree is liable to a fine by the supervisory council not exceeding half of his monthly salary; in case of repetition he is liable to a fine of his entire monthly salary; for a further repetition of this offense he is suspended from office for three months or dismissed.

Before the middle of September each school director sends to the inspector of elementary schools a statement of the number of pupils registered and a list of those who have not complied with the school registration law. The inspector then reports to the court the parents who are liable to legal action.

On September 14th the annual Flag Ceremony is held and classes begin on the following day.

ILLITERACY

Although the provisions for compulsory attendance are so rigorous, there is a high rate of illiteracy in Greece as compared

with other countries. Table V shows the per cent of illiterate men and women in Greece in 1907 and Table VI shows the same for 1921. The countries are listed in order of the per cent of men who are literate. The per cent of literacy increased considerably during the fourteen years from 1907 to 1921; the per cent of illiterate men decreased from 41.82 to 37.4 and the per cent of illiterate women from 79.8 to 69.8

Table V

ILLITERACY IN GREECE IN 1907 COMPARED WITH CERTAIN
OTHER COUNTRIES¹

Country	Census Date	Ages Included	Percent Illiterate	
			Men	Women
Finland	1910	5 up	7.53	6.98
France	1911	5 up	12.14	12.24
Austria	1910	6 up	14.67	18.28
Belgium	1910	5 up	24.44	26.13
Hungary	1910	6 up	28.10	38.38
Italy	1911	6 up	32.51	42.28
GREECE	1907	5 up	41.82	79.80
Roumania	1912	7 up	45.17	76.81
Bulgaria	1905	5 up	52.55	82.82
Portugal	1911	6 up	63.87	78.82

¹ From Russell, W. F.: *Schools in Bulgaria*, p. 33. Published by Teachers College, Columbia University, New York City, 1924, (The title is changed.)

Table VI

ILLITERACY IN GREECE IN 1921 COMPARED WITH CERTAIN
OTHER COUNTRIES¹

Country	Census Date	Ages Included	Percent Illiterate	
			Male	Female
Czecho-Slovakia	1921	Over 6 years	6.1	7.8
France	1921	" 10 "	6.9	9.3
Belgium	1920	" 6 "	7.6	9.0
Hungary	1920	" 6 "	13.0	17.1
Italy	1921	" 6 "	25.0	31.0
Bulgaria	1920	" 5 "	37.2	62.8
GREECE	1921	" 5 "	37.4	69.8
Spain	1920	" 5 "	39.8	53.1
Portugal	1920	" 6 "	47.0	61.5

¹ From the *Encyclopoedia Britannica*, 14th Edition, 1929, Vol. 12, page 94.

TEACHERS

The Educational Council nominates teachers to fill vacancies; the appointments are made by the Minister of Education. Previous to 1905 the appointment, dismissal, and transfer of teachers was in the hands of the Minister. This excessive centralization of power led to many abuses and made a teacher's tenure the plaything of politics. The creation of the Educational Council¹ with authority to initiate any modification in the standing of teachers, has greatly improved the status and tenure of teachers.

A presidential decree of 1926² requires all elementary teachers to be classified under six categories. Newly appointed teachers who are graduates of a normal school are classified in the third category. After five years of successful teaching they may be promoted to the fourth category on the recommendation of the inspector and the decision of the supervisory council; after seven more years of service they may be promoted to the fifth category. After nine years of successful service, elementary teachers of the fifth category may be promoted to the sixth category on the special recommendation of the inspector and the supervisory council and the decision of the Educational Council put into effect by a presidential decree; they are eligible, whenever a vacancy occurs, to be directors of elementary schools of four, five or six grades.

Teachers in service at the time the decree went into effect are classified in one of the six categories according to training, experience or salary. Graduates of a Hellenic school are in the first category; after ten years of service they may be promoted to the second category. Elementary teachers who have attended or are attending the two-year special course at the University,³ may be promoted to the fourth category after five years of teaching, to the fifth category after nine years and to the sixth category after fifteen years of successful service. They are then eligible to fill a vacancy as director of an elementary school of four, five, or six grades.

¹ See page (18).

² Official Gazette, No. 204, June 18, 1926

³ See page (34).

ILLNESS BENEFITS

In case of illness the hospital expenses of teachers, as well as of all other public officials and employees, are paid from the public treasury.¹ The amount of expense depends on the rank of the official and in no case must it exceed his salary for two months. If the sick person is cared for in his own home, expenses for doctor, nurse and medicines are allowable on presentation of a request for refund accompanied by proper vouchers to the minister of the department in which he is employed.

Provision is made also for the payment from the public treasury of funeral expenses of deceased public employees.² The amount payable varies from 1,000 to 4,000 drachmas, depending on the rank of the official or employee.

SALARY SCHEDULE

The new salary schedule which went into effect in September, 1926, follows the six categories of the classification of elementary teachers.

Table VII

SALARY SCHEDULE OF ELEMENTARY TEACHERS

Category	Gold Drachmas ¹	Paper Drachmas ²
1st	100	1200
2nd	120	1440
3rd	140	1680
4th	190	2280
5th	240	2640
6th	280	3080

¹The gold drachma equals the former gold franc in value, about 20 cents.

² The paper drachma fluctuates in value from about 50 to about 80 to the dollar. To determine the salary in paper drachmas, the gold drachmas are multiplied by 12 in the first four categories and by 11 in the fifth and sixth.

The average daily value of the paper drachma during recent years was, 11.06 cents in 1920, 5.85 in 1921, 3.31 in 1922, 1.71 in 1923, 1.79 in 1924, 1.54 in 1925, and 1.26 in 1926. In 1929, the drachma was worth about \$0.013.

To the basic monthly salary as shown in the above table, 5% is added after ten years of service, 10% after fifteen years, 15% after twenty years, and 25% after twenty-five years.

1 Official Gazette, No. 206, July 27, 1923.

2 Official Gazette, No. 240, August 25, 1923.

The salary schedule for teachers and directors in secondary schools, and for inspectors, is as follows:

Table VIII

SALARY SCHEDULE IN SECONDARY EDUCATION AND FOR INSPECTORS

Classification	Gold Drachmas ¹	Paper Drachmas ²
University undergraduates		
Second grade	190	2280
First grade	240	2640
Doctors of Philology	280	3080
After five years service and promotion for merit	320	3520
After a second promotion..	400	4400
Gymnasium Directors	450	4950
General Inspectors	500	5500
Inspectors of Elementary Education		
Third grade	280	3080
Second grade	320	3520
First grade	400	4400
Directors of Normal Schools	450	4950
Sub-Directors of		
Normal Schools	400	4400
Inspectors have an allowance of 500 paper drachmas per month for office rent; directors have an allowance of from 50 to 100 paper drachmas per month for office supplies.		

¹ The gold drachma equals the former gold franc, about \$0.20.

² The paper drachma fluctuates in value from about 50 to the dollar to about 80 to the dollar. To determine the salary in paper drachmas, the gold drachmas are multiplied by 12 in the first item above, and by 11 in all the others.

TEACHING LOAD

Elementary school teachers are scheduled to teach from 28 to 30 hours a week; teachers in intermediate schools (Hellenikon) who do not have a university degree teach 28 hours, and secondary school teachers have a schedule of 20 hours. Directors of intermediate schools teach 24 hours per week and directors of Gymnasia and normal schools 14 hours, not including the time spent by the latter in the model schools. Head teachers and directors have, therefore, a part time teaching schedule in addition to their administrative duties.

PENSIONS

A regular teacher in government schools or a Greek teacher in recognized schools outside of Greece, is entitled to a pension after 35 years of service or after 20 years if he has reached the age of sixty, if he is dismissed after 20 years of service or because his position has been abolished, if he has reached the legal

age limit for his position or if he becomes physically or mentally unfit to discharge his duties according to law. The pension is based on the average salary of the last year of service and is determined by multiplying that salary by a fraction of which the numerator is the number of years he has served and the denominator is 50. After the thirtieth year, however, two-fiftieths of the last year's salary is added for each year of service, but in any case the pension will not exceed the last monthly salary. After ten years of service, if a teacher becomes mentally or physically unfit to continue his work he is granted a pension figured as above, but not less than one-third of his last monthly salary. If he has not completed ten years of service, he cannot be paid a pension, but is paid a compensation equal to his salary for the last three months of service. If he becomes unfit for his duties owing to injury or illness contracted in line of duty, he is entitled to a pension equal to his last salary; if partially incapacitated but unable to continue his duties, he is granted a pension equal to two-thirds of his salary. In such cases the decision rests with a special committee consisting of the president of a court of first instance and three government physicians.

The age limit for members of the Educational Council and for directors and teachers in secondary schools and directors of normal schools, is sixty-five years.¹

LEAVE OF ABSENCE

Leave of absence of a month may be granted each year by the Ministry to a regular teacher in government schools at his request in due form, provided the condition of the public service permits.² For important reasons the leave may be prolonged another month, but his salary is paid only during the first month of leave. An inspector of elementary education may grant a regular leave of absence of fifteen days to teachers in his province; this leave is taken into account by the Ministry of Education in granting leave of absence. If the leave of absence has not been used within ten days of its issue it is cancelled.

If a teacher leaves his post for ten days without proper reason or does not resume his duties within five days of the expiration of his leave, he may be dismissed by the Provincial Administrative Council with the approval of the Educational Council in Athens. If an elementary inspector fails to act in a case of this kind he is called upon to apologize and is liable to a fine of from

¹ Official Gazette, No. 317, September 18, 1926.

² Legislative decree of July 25, 1923.

500 to 1,000 drachmas and in case of a second offense to dismissal.

A leave of three months may be granted to a sick teacher on the recommendation of the school hygiene inspectors or the regular school doctors. He is paid his regular salary during that time, but he may not have another regular leave during the same year. If the illness is prolonged he may be granted an extended leave of three months on a new recommendation of a committee of doctors appointed by the Ministry, and his salary is continued. At the end of six months, if it appears that the teacher will be unfit to resume his duties he is dismissed, but if the special committee finds that he will probably be able to continue his work he may be granted a further leave of six months with pay. Two more years of leave may be granted to the sick teacher without salary. Then if a special committee finds him unfit to resume his duties he is dismissed.

The elementary inspector is responsible for providing teachers in the place of absent teachers.

The above regulations apply also to secondary school teachers except that the administration of the law is in the hands of the inspector general of each area.

SCHOOL YEAR

The school year starts September 1st, but the first two weeks are spent in registration and preparations. Classes are in session following the Flag Ceremony which is held on September 14th. Schools are in session six days each week, but Wednesday and Saturday afternoons are half holidays and are frequently used for school excursions and athletic events. The following holidays are legally recognized;¹ New Year's Day, Epiphany Day, the first Monday in Lent, March 25th (Independence Day and Annunciation Day), Good Friday, Easter Monday, St. George's Day, May 1st (Labor Day), Ascension Day, Pentecost Monday, the Day of the Apostles Peter and Paul, Assumption Day, the Exaltation of the Cross (September 14th). St. Demetrius Day, Christmas, the day after Christmas, and all Sundays.

TEXTBOOKS

The control of elementary school textbooks is in the Ministry of Education. A presidential decree of 1926² provides that "No book shall be introduced as a school book in public, recognized, or

¹ Official Gazette, No. 151, May 13, 1926.

² Official Gazette, No. 145, May 7, 1926.

private elementary schools unless approved in accordance with the regulations of the present decree. Only the Bible issued by the Ecumenical Patriarchate and the grammars and syntax books of modern and ancient Greek issued by the newly established Greek Academy, are exempt from these regulations." An approved book may be used only three years. Two years before the expiration of each period, the Educational Council at the Ministry of Education issues a proclamation giving full particulars in regard to the composition of new books to be submitted for examination. A committee of judges of textbooks is appointed, consisting of the Professor of Pedagogy in the Athens University as chairman, two members of the Educational Council, two directors or professors of pedagogy in state normal schools, an inspector of elementary education and a director or a teacher in a six-year elementary school. These judges are nominated by the Educational Council and appointed by the Minister of Education. Not more than two Greek readers for elementary schools are to be approved by the judges. Authors must present copies of their books in manuscript or in printed form to the secretary of the Educational Council, within six months of the proclamation, together with 100 drachmas for each folio (of 16 pages) to be used as remuneration for the judges. To be approved by the judges, a book must fulfill all of the requirements stated in the proclamation and it must not contain anything against religion, the Fatherland, the Constitution, and morality. The decision must be made within four months of the date when the books are submitted. Authors must make any changes or modifications required by the judges. The price of each book is determined by the judges and is printed on the first page. Approved books must be printed within two months of the date of approval; otherwise the approval is cancelled and the author is subject to a fine of 10,000 drachmas. Size of type, quality of paper and the set-up of the book must conform to the requirements of the proclamation and the regulations of the judges. The teachers' committee in each school selects from the many approved books the ones to be used in their school. Their decision is sent to the Educational Council through the inspector. Any teacher who permits the use of non-approved books in his class is liable to a fine of 1,000 drachmas and in case of repetition, to suspension or dismissal. The reader is the only book required of all elementary pupils. In the upper three grades of the elementary school, the elementary grammar, a collection of problems, supplementary readers, the Bible of the Ecumenical Patriarchate and a history book are also required. The decisions of the judges are irrevocable and are obligatory for the Minister.

To one accustomed to the freedom of competition in the production of textbooks in America, the rigidity of control in Greece

is open to serious question. The regulation providing that the approval of a book is valid for only three years seems also to involve serious economic waste. The heavy expense to which competing authors are subjected, whether or not their books are approved, must tend to have a stifling effect on possible talent. The desired control could be exercised and the undesirable restraints removed by setting up minimum standards of composition, quality of paper, size of print, etc., and then continuing the use of approved books until they are superseded by better ones. The authors and publishers of approved books would be protected by providing a minimum period for their use instead of a maximum term of use. Modern practice in teaching reading calls for several supplementary readers; a more liberal method of selecting approved textbooks instead of limiting the number of approved readers to two would facilitate the use of several books in each of the lower grades.

SCHOOL BUILDINGS

In the cities the sites of schoolhouses are generally inadequate. In most cases the play space is very limited and sometimes is merely a cement paved court. Under these conditions there is not much opportunity for games and group competitions, and most of the physical education takes the form of formal gymnastic drills. Buildings are generally small, consisting of five or six rooms, and many of them give the impression of not having been designed primarily for school work. It is seldom that the question of lighting has been given adequate attention. In matters of heating and ventilation, although in the southern part of Greece these problems are not so complicated as in colder climates, still there is no doubt that much remains to be done. Many of the buildings visited are of fire-proof or semi fire-proof construction. Since most of the buildings are small and many of them are without heating facilities, there is practically no fire hazard.

In contrast with typical conditions, there are in the provinces many fine schoolhouses, some of them the gift of Greeks who have made their fortune in other lands. Plans have been made and funds are available for the construction of six large new buildings for classical Gymnasia in Athens. Each building is to accommodate 2000 pupils. In the refugee settlement of Byron, near Athens, a beautiful model school has been constructed, the gift of Madame Venizelos.

There are about a thousand school buildings¹ under construction in all parts of Greece, to be completed at a cost of 400,000,000 drachmas. Of this amount the national government will pay about 60,000,000 drachmas. The balance will be paid from funds accumulated by the local school corporations.

EQUIPMENT

School equipment is generally simple and rather meager. A table and chair for the teacher and plain wooden benches for the pupils are commonly provided. Wall blackboards are a rare exception. The blackboard in most rooms is limited to a board painted black with a surface of about four feet by six feet, supported on a tripod. There are few maps and very few wall decorations. Some schools have a modest museum the primary purpose of which is to provide specimens for biology, physics and chemistry.

EXPENDITURE FOR EDUCATION

For the year 1926-27, the budget for the Ministry of Education was about 400 million drachmas² out of a total budget of about 8,800 million drachmas.³ In 1928-29, the expenditure for education was 530,324,000 drachmas, in 1929-30 it was 669,275,000 drachmas,⁴ and in 1930-31, it was 687,309,000 drachmas. The total expenditure of the Greek government in 1930-31 was 10,525,653,000 drachmas. The percentage of the government expenditure that was spent for education rose from 4.55 in 1926-27 to 6.53 in 1930-31.

¹ Sakellariou, *Op. cit.*, p. 228.

² For the value of the drachma in recent years, see page 27.

³ Ross, F. A., Fry, C. L., Sibley, E.: *The Near East and American Philanthropy*, page 124. New York, Columbia University Press, 1929.

⁴ *The Statesman's Yearbook*, 1930, page 975. London, Macmillan & Co., Ltd., 1930.

CHAPTER III



ELEMENTARY EDUCATION

Until recently there have been three types of elementary schools in Greece, the kindergarten, the four-year demotic school, and the six-year elementary school.¹ The six-year school is most common in Northern Greece, but has the approval of educational authorities for gradual extension throughout the country.² The recent Venizelos administration has made the six-year elementary school standard for all of Greece.

ADMINISTRATION

An elementary school is administered by a director or a head teacher, who is responsible to the primary inspector of the district, and by a teachers' council. The primary inspector³ is responsible to a general inspector and to the two Higher Supervisors of Primary Education. The local supervisory council and the local school committee have certain administrative functions, and the local school corporation is entrusted with the control of the local school treasury. Teachers' salaries are paid from the national treasury, through the Ministry of Education. The expenditure for elementary education by the Ministry in 1926 was 278,631,425 drachmas,⁴ showing a cost of 468 drachmas per pupil enrolled, and 43 drachmas per capita of population.

TEACHERS

The teachers in elementary schools⁵ in 1923-24 numbered 10,791, classified as follows: regular teachers 9,646, men 6,081, women 3,565, kindergarten teachers 224; provisional teachers 112, men 88, women 24; assistant teachers 737, men 476, women 261. In 1926, there were 10,065 teachers, 6,480 men and 3,585 women.⁶

¹ See page (15).

² Gennadius, however, objects to the change. He says, "A recent law . . . contemplates the abolition of the Hellenic schools, their place in tuition being supplied by raising the course of the Communal schools to six years (six forms) and by extending that of the Gymnasium also to six years. This enactment, of doubtful expediency or benefit, has not yet come into full operation." Gennadius, *Op. cit.*, p. 29.

³ See page 21.

⁴ Sakellariou, *Op. cit.*, p. 228.

⁵ Statistics from the Ministry of Education, Athens.

⁶ Sakellariou, *Op. cit.*, p. 230.

The number of teachers had increased in 1927-28 to 398 in infant schools and 12,552 in elementary schools.¹ In 1928-29, there were 396 teachers in infant schools and 11,895 in elementary schools.² In 1929-30, there were 12,879 elementary teachers, 7,678 men and 5,201 women.³

To be eligible to teach in an elementary school, a teacher must be a graduate of a state normal school or of a school recognized by the Ministry of Education, such as the normal schools of the Society of Friends of Education (*Philekpaideutike Etairia*). Exceptions are made in favor of teachers who were in the service of the state before the establishment of normal schools and those who have been appointed after an examination by a special committee. These teachers are called assistant teachers. The graduates of a classical Gymnasium may be appointed as elementary teachers and are called provisional teachers. This exception to the rule is made because of the insufficient number of normal school graduates and it is expected that it will be repealed when the supply of regularly trained teachers is adequate. A graduate of a Gymnasium may become fully qualified as an elementary teacher if he graduates from the special one-year normal school course provided for this purpose.

NORMAL SCHOOLS

The report of the committee of the National Assembly in 1824, providing that elementary schools on the Lancastrian plan should be organized, made it evident that teachers would have to be trained to take care of these schools. A model normal school was started in Argos with Gennadios as director, to which each province was to send two or three young men who had a satisfactory knowledge of Greek, for training in the new Lancastrian method of teaching. The school, however, was closed soon after because of the exigencies of war.

In 1829 the first permanent normal school was started on the Island of Aegina with Gennadios and Benthyllos as teachers. Soon after this a second normal school was founded through the gift of 5000 francs from Eynard, a Swiss philhellene. Another school was established in Aegina in 1830 for the purpose of training teachers for the secondary schools. In 1850, a school for the training of secondary school teachers was started at the university. To be eligible to teach in Hellenic schools, students were required to take a two-year course in this school. This school was

¹ Statesman's Year-book, 1930, p. 975.

² Statesman's Year-book, 1931, p. 967.

³ Bulletin Mensuel de Statistique, March, 1929, p. 45.

discontinued in 1895 and since then Hellenic school teachers have been required to complete the regular courses under the different faculties of the university. After three years of service in a Hellenic school, they are eligible for promotion to the rank of a Gymnasium professor.

The public normal schools are generally co-educational except for the kindergarten training schools which are for girls. The government normal schools are of several different types. Four of the schools give a three-year course. They are located on the Island of Samos, in Lamia, Salonica, and in Tripolis in the Peloponnesus. The entrance requirement in these schools is completion of the second year of the Gymnasium. Four schools giving a five-year course are located in Alexandropolis, Thrace; Ioannina, Epirus; Kozani, Western Macedonia; and the Maraslion in Athens. To enter these schools the pupils must have completed the *Hellenikon*. There is one normal school, located in Drama, Western Macedonia, that gives a six-year course. Its entrance requirement is completion of a six-year elementary school. The nine schools listed above are full normal schools of secondary grade. Five schools give a one-year course following graduation from a Gymnasium. They are located in Ioannina, Epirus; Castoria, Macedonia; Hania, Crete; Peirgos, Peloponnesus; and in Athens. There are also five normal schools especially for training kindergarten teachers. They give a three-year course following completion of the six-year elementary school. They are located in Serres, Macedonia; Kozani, Western Macedonia; Edessa, Central Macedonia; Philiates, Epirus; and Kalithea, Athens. One other normal school for kindergarten teacher training, located in Kalithea, Athens is of a higher grade and gives a two-year course for graduates of the other kindergarten training schools. In addition to the normal schools operated by the government there are 13 schools run by private organizations.

In 1928-29 there were 23 government normal schools,¹ 4 for boys, 4 for girls, and 15 mixed schools.² In 1929-30 only 13 normal schools were listed in government statistics, all of them co-educational; there were also 8 courses for teachers in infant schools.³ In 1928-29 there were 123 teachers in normal schools,

¹ The one-year normal schools have recently been discontinued under the Venizelos administration. All elementary teachers must now be graduates of five or six year normal schools. Experimental schools for elementary school teachers have also been started at the Universities of Athens and Salonica.

² Bulletin Mensuel de Statistique, February 1929, p. 49.

³ Ibid., May, 1930, p. 52.

93 men and 30 women;⁴ and there were 2,447 students in these schools, 1,447 boys and 1000 girls.⁵ The normal schools under private management had 121 teachers and 1,901 students.

The students who attend government normal schools are paid a stipend which is supposed to cover living expenses. In return they are required to teach a minimum of five years following graduation, with the salary of regular teachers. The normal schools under private management charge a tuition fee ranging from 1075 drachmas⁶ to 1225 drachmas per year, but they seem to have no difficulty in filling their classes.

In the following schedule of studies of the normal schools it will be noted that only 18 hours out of the total of 130 hours for the three-year course are devoted to specific teacher training. The major part of the course consists of regular secondary school subjects.

Table IX
SCHEDULE OF GREEK NORMAL SCHOOLS

Subjects	Classes		
	A	B	C
1. Religion	2*	2	3
2. Greek	8	7	6
3. French	2	2	2
4. Philosophical Studies	3		
5. Pedagogical Studies		5	13
6. History	2	2	2
7. Geography	2	2	
8. Mathematics	2		
9. Natural History	2	2	1
10. Chemistry	2		
11. Physics		2	2
12. Hygiene			2
13. Political Economy	1		
14. Astronomy		1	
15. Civics		1	
16. Agriculture	2	2	2
17. Home Economics (for girls)	2		
18. Singing	2	2	2
19. Instrumental Music	2	2	2
20. Ecclesiastical Music	2	2	1
21. Drawing	2	2	1
22. Penmanship	1	1	
23. Manual Work	2	2	2
24. Gymnastics	3	3	3
* Hours per week.	44	42	44

⁴ Ibid., April, 1929, p. 49.

⁵ Ibid., June, 1929, p. 61.

⁶ For the value of the drachma in recent years, see page (27).

PRIVATE NORMAL SCHOOLS

The most important of the institutions supporting private normal schools is the Philekpaideutike Society. It operates nine normal schools for girls, offering a three-year course. Two schools are located in Athens and one each in Corfu, Patras, Larissa, Hotahova in Epirus, Lamis, Tripolis in the Peloponnesus, and Trikala in Thessaly. This organization maintains also regular elementary schools, middle schools, Gymnasia and commercial schools. The schedule of studies in these schools is the same as in government schools. Three other normal schools are supported by monasteries under the supervision of the government. They are also theological schools. Their graduates teach for a few years until they are old enough to become priests. Then they are ordained and may continue to teach as well as to perform the functions of a priest. In these schools there is a total of 12 teachers and 126 students. The school in Vella, Epirus, has a three-year course; the one in St. Anastasia in the province of Arta a five-year course of which two years are preparatory, and the school in Bathy on the Island of Samos has a four-year course of which the first year is preparatory.

IN-SERVICE TRAINING

The improvement of teachers in service is primarily the responsibility of the inspectors. They hold meetings and institutes for elementary teachers in all parts of Greece. Reports of these meetings are sent to the Minister of Education. Questions of methods of teaching, discipline, salary, tenure, pensions and other matters of interest to the teachers are discussed. The Federation of Teachers also holds meetings which are attended by the inspector. It publishes a weekly magazine called the Teachers' Tribune (*Didaskalikon Bema*) that is influential in promoting the interests of teachers and in improving instruction. The reports and recommendations of teachers' meetings and of the sessions of the Federation are forwarded through the inspector and are given careful consideration by the government.

The Minister of Education announced a competition in 1925⁹ for the selection of about forty elementary teachers for two years of graduate instruction in the University. Not more than one-third of the number were to be women teachers. They were allowed full salary and allowances during the two years leave of absence. Only elementary teachers with at least three years successful teaching experience were eligible. In 1927 a presidential decree¹⁰

⁹ Official Gazette, No. 316, Dec. 8, 1925.

¹⁰ Official Gazette, No. 24, Feb. 14, 1927.

was issued giving further details of the program of graduate work for elementary teachers. The following courses of instruction were announced: Child Physiology, Child Psychology, Psychology of Individual Differences in Children, General Psychology, General Pedagogy, General Didactics, Special Didactics, General and School Hygiene, Logic, Elements of Experimental Physics, Elementary Chemistry, Elementary Geology and Mineralogy, Zoology, Botany, Agriculture, Ancient Greek Writers, History of Greek Civilization, History of the Greek Language, Modern Greek Literature, Handwork and Drawing. Instruction in these subjects was to be given in the University or, if necessary, in some other institution. These courses are under the direction of the regular professor of pedagogy in the University. At the end of the two-year course the students are to be examined by a special committee consisting of the Director of the graduate studies, the President of the Educational Council and a member of the Educational Council. The examination will cover seven subjects: General Pedagogy, Child Psychology, Special Didactics, Ancient Greek Writers; and three other subjects selected by the candidates. These examinations will be marked by both the teacher and the members of the Committee and the average will be taken as the final mark. A five-step marking system will be used; Excellent (4), Very Good (3), Good (2), Fair (1), Unsatisfactory (0). Those getting the mark Good in all the subjects examined will be considered as having passed. A special diploma is awarded to the successful students.

SIZE OF CLASSES

The average enrollment in a kindergarten in 1923-24 was 32 and in an elementary school, seventy. It is evident from these figures that most of the schools are very small. It is possible that a consolidation of schools would result in better teaching and improved supervision.

The average number of pupils per teacher in elementary schools was 54. In the vast majority of schools even in cities there is only one section of each grade. This leads sometimes to very large classes—as many as ninety pupils in a room. The condition of crowding in some schools is extraordinary. The writer has visited schools in which benches intended for two children have been made to seat three and sometimes even four. This condition is temporary. The importance of elementary education is generally recognized by officials and the common people. The country has been under the burden of ten years of mobilization and war from 1912 to 1922. In addition it has been making great efforts to care for and assimilate populations to the number

of about one and a half millions composed of refugees from Asia Minor and Greeks moved from Turkey as a result of the Treaty of Lausanne which provided for an exchange of populations between Greece and Turkey. Many years of political and economic difficulties have resulted in a shortage of school buildings. With the influx of needy refugees, some of the school buildings were assigned to them as living quarters. In the remaining buildings, two and sometimes even three schools have had to be housed. The writer has visited a school in Athens in which classes were standing in rows in the yard under the supervision of monitors, waiting for their turn to go into the classrooms.

Conditions have been improving greatly during the past few years. Practically all of the school buildings occupied by refugees have been evacuated and returned to school use. New schools have been built in many places, especially in the refugee settlements near the cities and in northern Greece.

The conditions described above show that Greece is making heroic efforts to educate her children. In spite of the very strict compulsory education laws outlined in Chapter II, there are still however, many thousands of children not attending school. This is due partly to lack of teachers, lack of school buildings and lack of funds. There are no accurate figures showing the number of children of elementary school age in Greece, but assuming that one of every six of the 6,204,683 people in Greece is of elementary school age, there are approximately 1,034,000 children who should be attending elementary schools. In addition to the 676,779 children attending public elementary schools in 1929-30, there are considerable numbers attending private schools and there are also many thousands who have no school opportunities at all.

COURSE OF STUDY

The course of study is determined by the Ministry of Education and is uniform throughout Greece. The schedule for the six-year elementary school is shown in Table X. The schedule for the four-year elementary school, which has been the common school in "Old" Greece until recently, is the same as that provided for the first four grades of the six-year school. The periods are fifty minutes in length with ten minute intervals between periods.

ELEMENTARY SCHOOL SYLLABUS

Classroom teaching must follow closely the syllabus prescribed by the Ministry of Education for each subject. At the

close of the school day, each teacher writes in a large book, provided for the purpose in the office of the school director, an outline of the material covered during the day. This report affords the educational authorities a ready means of control over the content of instruction. It also tends to keep teachers in the beaten track and to stifle initiative and creative effort on their part. A summary of the official syllabus follows.

SCHEDULE OF CLASSES

The schedule of subjects of the six-year elementary school follows.

Table X

SCHEDULE OF THE SIX-YEAR ELEMENTARY SCHOOL

Subject	Hours per Week					
	Year: A	B	C	D	E	F
1. Religion	2*	2	2	2	3	3
	<u>2</u>	<u>2</u>				
2. Greek Language	8	9	9	9	9	9
3. History			1	2	2	2
4. Geography	3	3	2	2	2	2
5. Nature Study			3	3	2	2
Physics and Chemistry ..					2	2
6. Arithmetic	3	3	3	3	3	3
Geometry					1	1
7. Drawing	3	3	2	2	1	1
	<u>2</u>	<u>2</u>				
8. Penmanship		2	2	2	1	1
9. Handwork	3	3	2	2	2	2
	<u>2</u>	<u>2</u>				
10. Singing	4	4	4	4	4	4
	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
11. Gymnastics	4	4	4	4	4	4
	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Games						
Total	<u>22</u>	<u>25</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>32</u>

* Read: Religion is taught two half periods in the first and second grades, two periods in the third and fourth and three periods per week in the fifth and sixth grades. Read in the same way for the other subjects.

SYLLABUS OF THE GREEK STATE
ELEMENTARY SCHOOL

RELIGION

GRADE I.

A. Prayers: At the beginning and end of the school day; on going to bed at night and on rising in the morning; for parents, brothers, teachers, classmates; on special occasions, thanks for favorable events and prayers for deliverance from dangers; church prayer.

B. Poems and religious hymns from the reader.

C. Stories from the life of Christ taught orally by the teacher.

GRADE II.

A. Prayers: Before and after meals in addition to those for Grade I.

B. Hymns and poems from the reader.

C. Review of the stories for the first year; stories about the Virgin and Lazarus.

GRADE III.

A. Stories from the Old Testament: Creation of the world and of man, the Garden of Eden, the flood, the Tower of Babel; the patriarchs; Moses and Joshua; the judges; Ruth; the kings; the prophets; Job.

B. Hymns and poems.

C. Prayers: Similar to those of the first two years, but more extensive and in connection with the Old Testament teachings.

D. Explanation of religious festivals.

E. Geography of the lands related to the Old Testament.

GRADE IV.

A. Stories from the New Testament: The Virgin Mary; John the Baptist; the life of Jesus Christ in detail, birth, baptism, disciples, miracles, parables, Last Supper, crucifixion, resurrection, ascension, transfiguration.

B. Prayers: Similar to those in Grade III and in connection with the New Testament teachings.

C. Religious poems and hymns.

D. Geography of Palestine.

GRADE V.

A. History of the Church: Pentecost; the first church, life of early Christians, deacons, Stephen the first martyr; Paul, persecutor and preacher of the new religion; founds churches at Philippi, Salonica, Verroia, (Berea); preaches in Athens about the unknown God; founds church in Corinth; the other apostles; organization and administration of the first Christian churches; the relations of the apostolic churches; persecutions; the Church Fathers; the claims of the Popes and the schism; the Protestant Reformation; the Orthodox Church under the Turks; the monasteries as guardians of the national education and religion in the time of slavery; the Church in liberated Greece.

B. Prayers: For church worship.

C. Religious poems and hymns.

D. Reading and explanation of chapters of the original Gospel concerning the life, miracles and teachings of Christ.

GRADE VI .

A. Liturgy: The church and its parts; sacristy; feasts movable and immovable; religious service, its explanation.

B. Catechism: Matters concerning religion, kinds of religions, monotheism, Christianity, the Orthodox Church; sources of the Orthodox Church; the Creed and its meaning; the Ten Commandments and their meaning; the mysteries; the meaning of prayer.

C. Prayers: in connection with church worship.

D. Reading and explanation of the parables, the Sermon on the Mount and other chapters of the Gospels.

GREEK

GRADE I.

A. Oral exercises: Simple conversation about the child's life; a child in his family; occupation of the parents; child's occupation at home; family events of interest; feasts; the child among his friends of the same age; the games they play; a child in school; size and other bodily characteristics of the children. Stories and fables. Practical distinction between a complete and an incomplete sentence on the occasion of an incomplete answer by a pupil; analysis of a sentence to words and then to syllables; analysis or syllables to letters and synthesis of letters to syllables; persistent attention to the accent of the syllables and correct pronunciation of letters.

B. Reading and writing: Based on a primer; correct reading word by word; regular handwriting. Memorizing and reciting poems.

C. Spelling: Distinction and designation of accents; different ways of writing certain vowel sounds; spelling of words and sentences in the reader; distinction between comma, period, question mark; accent on omicron and epsilon and on the antepenult.

GRADE II

A. Reading: From a reader; correct reading by sentences; persistent attention to the proper accenting of a sentence. Memorizing and reciting poems.

B. Oral exercises: Analysis of the actions of a pupil throughout a working day or a holiday; analysis of the sentences used into smaller parts; for example, "I washed", "How did you do it? What first? Then second?", etc. A similar analysis of the impressions of a pupil about his family life; occupations of father, mother, grandfather, grandmother, elder and younger brothers. Teach the pupil to recite in an uninterrupted way the stories of his reader, fables, description of his town, etc.

C. Spelling exercises: Spelling and copying parts from the reader; writing on the blackboard by heart or from dictation. Spelling and copying of active and passive verbs in the first person indicative; formation of the first person plural; remarks on the accent of verbs.

GRADE III.

A. Reading: From the reader; correct reading of longer sentences; attention to a natural accentuation of longer phrases. Memorizing and reciting poems.

B. Oral exercises: Analysis of the impressions of a pupil and of his personal observations. Free and continuous recitation of material from the reader.

C. Spelling: Copying of parts of the reader at home; correction at school. Spelling and writing of the material in the oral exercises. Active and passive verbs in the first person present indicative; classification according to endings; formation of the present tense in all persons; future tense. The usual non-contracted nouns in three declensions; accentuation. Systematic development of the oral exercises.

GRADE IV.

A. Reading: From the reader; natural and logical reading; review of the reader. Reciting poems.

B. Composition exercises: Narration and description concerning the pupil's life at home and in school. Description of simple events from his immediate observation.

C. Systematic teaching of grammar.

GRADE V.

A. Reading: As in Grade IV.

B. Composition: Extension of methods in Grade IV.

C. Systematic teaching of grammar.

GRADE VI.

A. Reading: Books of Greek literature. Reading and explanation of the simplest prose authors in ancient Greek.

B. Compositions.

C. Review of the grammar. The most common of the ancient forms of grammar found in the texts; comparison with those of modern Greek. Etymology. Syntax of the simplest forms.

ARITHMETIC

GRADE I.

Numbers 1 to 20; simple problems in addition, subtraction, multiplication and division from 1 to 10; oral arithmetic; writing of numbers 1 to 20; solution of blackboard problems.

GRADE II.

Numbers 1 to 100; all kinds of objective presentations of numbers to the pupils; multiplication table; problems.

GRADE III.

Numbers 1 to 1,000; addition, subtraction, multiplication, division; multiplication and division of numbers by 10 and 100; oral and written problems.

GRADE IV.

Numbers above 1,000; decimal numbers; problems in integral and decimal numbers; ratio; denominate numbers.

GRADE V.

Fractions; all kinds of problems.

GRADE VI.

Business methods; percentage; loans and interest; discount, shares; commercial problems; mixed problems.

GEOMETRY

GRADE V.

Cube, rectangular parallelepiped, oblique parallelepiped, triangular pyramid.

GRADE VI.

Cylinder, cone, sphere.

HOME STUDY AND GEOGRAPHY

GRADE I.

The school building, classroom, its furniture, plan of the building. The school yard; plants and other objects in the yard (drawing). The school garden; trees, vegetables, flowers, animals. The road in front of the school; pavement, sewers. A house, different kinds of houses; furniture, building material, house builders. The ward in which the school is located; the church; the square, its plants and monuments; the market place; streets of the quarter (draw a plan of the quarter). The sky, sun, moon, sunrise, sunset, night, the starry heavens, phases of the moon.

GRADE II.

A town, its wards, churches, squares, gardens, monuments, aqueducts, fountains, public, philanthropic and industrial buildings. Parks, trees, vegetables, flowers, animals; the gardener, the tools he uses. A field near town, its cultivation, sowing, harvest; the farmer. Vineyards, pruning, vintage. Grazing lands and meadows; shepherds. Plains near town; plateau. Water near town; swamps, springs, lakes, streams; uses of streams and rivers; living things in the water. Mountains near town; hills, valleys. Forests near town, kinds of trees, animals; usefulness of the forest; woodsman, hunter. Factories, monuments, villas, huts, chapels. The sea, islands, reefs, bays, harbors; kinds of fish, fishermen; the boatman and his boat; ships and sailors. Dwellings of men; their families. Parts of the human body. Food, clothes, shoes; tailor, shoemaker. Town government; prefect, mayor, police, judges, teachers. Drawings, maps and plans of the places studied. Stories related to monuments and places of interest.

GRADE III.

Villages near the town; church, school, square, market, monuments; occupations of villagers; distances between villages; means of communication between towns and villages. Meteorology in the four seasons of the year; clouds, fog, snow, winds. Government of the district, province, prefecture; draw maps. Study the other prefectures of the nation and their capital towns in connection with the history lessons.

GRADE IV.

Greece; general outline, boundaries, physical and political divisions. Review of the local province. Detailed study of the other provinces of the nation, (drawings).

GRADE V.

Mathematical geography. Physical geography. Continents; Asia, Africa, Australia. America, general outline, discovery; North America; South America; Brazil. Maps and drawings.

GRADE VI.

Continuation of physical and mathematical geography. The sky, planets, comets, sun, moon. The European nations in detail and especially the Balkan States. Greece in detail from all points of view. The inhabitants of the earth; races, languages, religions, forms of government. Outline the characteristic features of the most important nations. The largest cities on earth. Great routes of communication by land and sea.

NATURE STUDY

GRADES III. and IV.

Plants and animals of Greece familiar to the pupil. The yard and the house; the garden, field, meadow; marshes, lakes; forests; sea. Minerals of Greece familiar to the pupils.

Note: The teacher should use the most familiar plants, animals and minerals as material of instruction in Grade III, reserving for Grade IV those less familiar to the pupils.

GRADE V.

Plants and animals of foreign countries; the warm countries of the earth, the temperate zone, the cold countries; the seas of those countries; a selection of the minerals of foreign countries.

GRADE VI.

The plant kingdom; general characteristics; classification; trees, ornamental plants, vegetables, cereals, legumes, tobacco, cotton, forests.

The animal kingdom; general characteristics; vertebrate and invertebrate; of the vertebrates, mammalia, birds, frogs, reptiles, fish; of the invertebrates, insects, etc. Man; parts of the human body, bones, muscles, brain, nerves; senses, hygiene of the eye; food, digestive organs; teeth, hygiene of digestion; secretions; circulation of the blood; respiration, pure air; skin and its functions, cleanliness of the body. The natural correlation of plants and animals. Harmony and unity of nature.

HISTORY

GRADE III.

Hercules and his labors; Theseus; Alcestis; the expedition of the Argonauts; the Trojan War and its consequences; the story of Odysseus.

GRADE IV.

Greece before the Persian Wars; Sparta, Lycurgus, Solon; Persian Wars, Marathon, Thermopylae, Salamis; prosperity of Athens, Pericles, Phidias, etc.; other important cities of Greece, Thebes, Corinth; Peloponnesian War; Epaminondas, Pelopidas; Macedonia, Philip, Chaeronea; Alexander the Great, his successors; Greece occupied by the Romans.

GRADE V.

The Roman Empire; Christianity, Constantine the Great, religious dissensions; Hellenization of the Roman Empire in the East; the Greek language and the Christian faith; Justinian, Theodosius, Heraclius; siege of Constantinople by the Arabs; Iconoclasts; Mohammedanism, Mohammed, Arabs, Turks; Bulgarians, conversion to Christianity; Crusades; the Nicean Empire; Turks against Byzantines, fall of Constantinople, Greece under the Ottoman yoke; Renaissance in Europe; inventions.

GRADE VI.

Political conditions in Europe in the 15th Century in relation to Greece (Venice, Russia, Austria); Greece under the Turks, the hasty departure of many Greeks, national organization, Patriarchate, communal system, Phanariotes; education; revolutionary movements; preparation for the Greek Revolution; Greek Revolution in detail; the Greek Nation in detail down to the present.

PHYSICS AND CHEMISTRY

GRADE V.

Physics: Expansion and contraction, thermometers; melting and solidification; boiling of water; fog, rain, dew, snow, hail, winds; steam, steam engines; heat; gravitation; levers; pendulum; water in communicating vessels; aqueducts, wells, hydraulic pressure; diffusion; water mills; air pumps; aerostatics, aeroplanes; wind mills; sailing vessels.

Chemistry: Air, oxygen, hydrogen; water; sodium chloride; calcium carbonate; tallow candles; dyeing materials; oxidation of metals.

GRADE VI.

Physics: Sound; light, reflection, refraction, lenses, myopia, presbyopia; photography; microscope, telescope, cinematograph; analysis of light through a prism, rainbow; magnets, compass; electricity, lightning and lightning conductors; telegraph, telephone.

Chemistry: Carbon, diamond, graphite, petroleum, gasoline, gas; sodium carbonate, potassium carbonate, soap making, phosphorus, match making; potassium nitrate, powder making; fermentations, vinegar; sugar.

GYMNASTICS

GRADE I.

Setting up exercises. Game: Chase.

GRADE II.

Setting up exercises. Game: Blindman's buff.

Note: The Swedish system of gymnastics is taught in all six grades, with different Greek and foreign games, as basket ball, volley ball, etc.

HANDWORK

For Boys

GRADE I.

Use colored threads to make geometrical designs on thick paper; make envelopes, crosses, comic helmets, etc., from paper; mould clay to make eggs, nests, rings and other simple objects.

GRADE II.

Make mats of paper ribbons, baskets of rushes; paper-cutting to make knives, glasses, animals, huts, houses, steeples.

Note: The same things are taught in the other classes on a larger scale: basket making, clay modelling, woodwork, bookbinding, etc.

For Girls

GRADE I.

Sewing, hemming, embroidery; also the same handwork as for boys.

GRADE II.

Sewing, embroidery, knitting.

GRADE III.

Sewing, embroidery, lace-making.

Note: The same things are taught in the other grades on an advanced scale: Sewing, making aprons, knitting stockings, etc.

SINGING

In all grades, popular and educational songs are taught; also hymns, church poems, national anthems. In Grades V and VI, theory of music is taught.

PENMANSHIP

Penmanship is taught in all grades from the second to the sixth, inclusive.

DRAWING

Drawing is taught in all grades with lead pencil, chalk, colored crayon, charcoal. Pupils learn to draw from memory objects that appeal to them. In Grades III to VI, they draw objects from nature.

CLASSROOM METHOD

The syllabi in Home Study and Geography and in Nature Study illustrate procedure from the known to the related unknown, from the near to the remote. The method of instruction in Greek elementary schools commonly follows the Herbartian five steps. Except in reading, there are no textbooks in the lower grades and the developmental type of lesson with discussions led by the teacher is the method usually employed. These subjects may well be used for a type of classroom activity that will give the children greater opportunity to practice initiative, cooperation, and organization, and to analyze and solve their own problems. In a rapidly changing civilization, it is no longer sufficient to teach them facts as organized by someone else, whether teacher or textbook writer. The application of the "activity method"¹ of teaching, at least in certain subjects, would help the children to accept problems as their own and to work whole-heartedly for their solution. The desire to carry on activities in which they are genuinely interested would encourage the cooperative effort needed in a modern, closely interrelated society, instead of the individualistic classroom instruction commonly found.

¹ For an account of recent experiments in educational methods in other European countries, see the Educational Yearbook, 1926, of the International Institute of Teachers College, Columbia University, New York City, pp. 13ff. and 186ff.; Educational Yearbook, 1929, pp. 284ff.

Modifications of teaching procedures should, of course, be made gradually. Superior teachers whose work shows excellent results might be encouraged to exercise greater freedom in the selection of subject matter to suit local conditions and the needs and interests of their pupils. They could be guided and encouraged to experiment with modern methods of classroom procedure. The results of their efforts, if satisfactory, and the methods they used, could be brought to the attention of other teachers by the primary inspectors during their supervisory visits and in teachers' meetings. Before much could be done in this direction, public opinion will need to be educated through a program of constructive publicity in the press, and through the local school committee and meetings of teachers and parents. By giving the superior teachers, who are able to use it judiciously, a greater amount of freedom, teaching can be made a creative art instead of merely a rule-of-thumb trade.

LANGUAGE

A problem that has agitated Greek educators and others interested in education for decades is the amount of emphasis that should be placed on the pure Greek language in the schools. This language is similar to the ancient Attic and has been preserved through the centuries of oppression because of its use in the Gospels. It is the official language of the government, courts, laws, and the army and is used in the newspapers, but it is not the language of ordinary conversation. The vernacular is of two types, the speech of the uneducated, of which there are many variations in different parts of the country, and the language of the cultured classes. Discussions on the language question have raged hotly in the schools, the press, and even in Parliament. The problem now awaits the action of the Academy.

The principle of education that should underlie the decision on this question as well as others related to the schools, is that it is the first duty of the schools to teach children to do effectively the desirable things that they will be doing throughout life. It is conceivable that by using the pure Greek in all school work for a generation, the ancient language might be restored to common use. But all living languages change and grow with the passage of time. Instead of using in the elementary schools a language which the children do not know, it would seem to be more consistent with the legitimate objectives of education to use the vernacular language of the cultured classes for all elementary school purposes and to reserve for classical secondary schools the study of classical Greek.

The amount of time that has been spent on instruction in the pure Greek in the elementary schools has varied from time to time. The latest action on this subject is contained in a presidential decree issued in 1926,¹¹ providing that pure Greek shall be taught three hours a week in the fifth and sixth grades of the elementary schools. In the fifth grade, the instruction in pure Greek is to start three months after the opening of the school year, after the program in grammar of the fourth grade has been reviewed.

HYGIENE AND SANITATION

Instruction in health and sanitation does not have a separate place in the course of study. It is taught rather incidentally in connection with physiology, which is a part of nature study in the sixth grade. Teachers are required or permitted, however, to use the information contained in certain pamphlets to augment the health instruction in their classes, such as the bulletin "On Artificial Respiration" prepared by the Bureau of School Hygiene in 1917, and the pamphlet on "Prophylactic Measures Against Malaria" published by the Greek Red Cross. Personal hygiene and community sanitation are of such outstanding importance for individual and national welfare that it is the duty of the schools to make the fundamental facts and habits basic in the education of every child. Such an important subject is entitled to a place of its own in the schedule. It is more likely to be given adequate attention in that case than if it is considered only incidentally in the teaching of some other subject.

SCHOOL HYGIENE SERVICE

The bulletin published in 1916 by the Bureau of School Hygiene entitled "Regulations Concerning the Vaccination of Pupils" is still in force. It is addressed to general and primary inspectors and to school physicians; it requires them to prepare a register of all pupils in schools under their supervision, to indicate the date each was vaccinated and to note whether the vaccination was effective. Every effort must be made to insure that every pupil in the school is vaccinated. In case a pupil leaves the school, he must take with him a certificate of vaccination.

The School Hygiene Service undertakes to make a physical examination of each child. The record shows the illnesses from which he has suffered, contains the vaccination record, indicates the condition of lungs, heart, ears, eyes, teeth, skeleton, nervous system and other organs; it also shows in tabular form the date

¹¹ Official Gazette, October 9, 1926, p. 2893.

of examination, age, height, difference in height, weight, difference in weight, chest measure inhaling and exhaling, and lung capacity. This record is kept by the school physician; in case a pupil moves to another school it is sent to the physician of that school.

The School Hygiene Service also makes a monthly report under the following headings: Date of report; Vaccination: number vaccinated, successful, unsuccessful, total number of pupils vaccinated; Sanitation of Buildings: number examined, sanitary condition, remarks; Health of Pupils: number examined, pupils under supervision, sick pupils; Health of Teachers: permission granted for sick leave, sickness; Teaching of Hygiene; General Remarks.

During recent years there has been a serious spread of trachoma, no doubt due to the influx of refugees from Anatolia, who in their undernourished and physically exhausted condition, and because of the crowded and unsanitary quarters in which they had to live, were peculiarly susceptible. In order to combat the spread of this eye disease, the Bureau of School Hygiene issued in 1925 a bulletin entitled "Plans for Fighting Trachoma in the Schools". To protect healthy students it provides that (1) all trachoma cases must be concentrated in a separate room where the method of teaching will be that used in one-room public schools; it must have a separate entrance and all equipment and supplies must be separate; (2) severe trachoma cases must not attend school, but must undergo treatment in the pupils' clinic; (3) brief regulations on the great importance and the methods of treatment must be distributed to the parents of trachoma pupils; (4) in districts where trachoma cases are found, the inhabitants must have an eye examination; after the examination no workers or servants may be employed unless they show a certificate of eye examination; (5) pupils and teachers will be examined every four months. Facilities are provided for treatment not only of pupils, but of the adult population as well through the co-operation of the Bureau of School Hygiene of the Ministry of Education and the Trachoma Bureau of the Ministry of Hygiene. The bulletin contains also instructions for the public giving precautions against trachoma.

These measures for the improvement of health are of very great importance. Trachoma has become a serious menace. It is highly infectious and has spread rapidly to many parts of Greece with the coming of the refugees from Asia Minor. Only by such vigorous methods as those outlined above can it be controlled.

CHAPTER IV

SECONDARY EDUCATION

Until recently the secondary schools in Greece have been of several types, the three-year Hellenic school which followed the four-year demotic school, the classical Gymnasium, the practical lyceum or science Gymnasium, the middle school for girls, and vocational schools. The classical Gymnasia in "Old" Greece offered a four-year course and those in "New" Greece a course of six years. Under the Venizelos administration, the Hellenic schools have been discontinued and all Gymnasia have been changed, or are in process of being changed, into six-year schools.

In 1928-29, there were 426 Hellenic schools and 207 Gymnasia, a total of 633 secondary schools of these types. In 1929-30, no Hellenic schools were reported in the official statistics and there were 447 Gymnasia, of which 299 were incomplete schools with less than six-year courses. In 1930-31 there were 415 Gymnasia, of which 266 were incomplete schools.¹ There are also many private schools maintained by Greek or foreign organizations.

ADMINISTRATION

A secondary school is administered by a director who has also a teaching schedule, and by a teachers' council. The director is responsible to a general inspector who exercises general supervision and in turn is responsible to the Ministry of Education.² The local supervisory council and the local school committee have certain administrative functions, and the local school corporation is entrusted with the control of the local school treasury, which is a fund for the construction and maintenance of a school building and for other local needs. Teachers' salaries, which constitute the largest part of the expense of the school, are paid from the national treasury, through the Ministry of Education. The expenditure for secondary education by the Ministry in 1926 amounted to 102,014,860 drachmas,³ which showed an average cost of 1,126 drachmas per pupil enrolled in secondary schools, compared with 468 drachmas per pupil in elementary schools; secondary schools cost 16 drachmas per capita of population in Greece, compared with 43 drachmas per capita for elementary schools. The figures for total expenditure and expenditure per pupil and per

¹ See Tables III and IV.

² See page 21.

³ Sakellariou, *Op. cit.*, p. 228.

capita, at five-year intervals between 1892 and 1912, are shown in Table XI. In comparing figures shown in the table with those for 1926, it should be remembered that the drachma has declined in value in recent years.

Table XI

EXPENDITURES FOR HELLENIC SCHOOLS AND GYMNASIA,¹
1892 TO 1912

Year	Pupils	Expenditure		Population	Expenditure	
		in Drachmas	per Pupil		per Person	per Person
1892	20,560	1,860,812	90.50	2,361,754	0.78	
1897	17,259	2,176,024	126.08	2,451,819	0.70	
1902	27,595	2,796,432	101.33	2,541,884	1.10	
1907	25,955	3,034,428	116.33	2,631,952	1.15	
1912	30,901	3,673,232	118.87	2,722,025	1.34	

¹ From Lefhas, *Op. cit.*, pp. 14, 15.

RECORDS

Several well bound record books are kept in the school office. They include a pupil register, a general report of the results of annual examinations, a report on special subjects, a register of certificates of studies, and a record of furniture, tools, equipment, and books.

The pupil record has the following column titles and sub-titles:¹ Serial Number; Name of Student; Place, of birth, religion, of registration in the communal record, serial number; Age; Father's Occupation; Date of Registration; Class in Which He is Enrolled; Number of Students in Each Class; Title of Registration; Name of Guardian; Educational Fees, first semester, second semester; Remarks.

The column headings and subheadings of the general report of examination results are, Number, serial, registration; Surname and Name of All Registered Students Alphabetically by Class; Birthplace; Age; Conduct; Occupation of Parents; Absences, Exclusion, Sickness; Average Mark in Each Subject, religion, Greek, Latin, mathematics, French, history, geography, physiology, physics, astronomy, gymnastics, penmanship and drawing, handwork, singing; Total Result for the Year, mark in numbers, mark in letters; Remarks.

The record of the report on special subjects has the following

¹ Main column headings are capitalized, sub-titles are not.

column headings and subheadings: Number, serial, registration; Surname and Name of Student; Marks, religion, Greek, Latin, mathematics, French, history, geography, physiology, physics, astronomy, gymnastics, penmanship and drawing, singing, hand-work; Remarks. Each of the subject columns has five sub-columns, first trimester, second trimester, third trimester, examination, average mark.

The register of certificates of studies has the following column titles and subtitles: Number, serial, of school entrance certificate, of certificate of school attendance, of promotion certificate, of diploma; Surname and Name of Person Receiving Student's Certificate; Birthplace; Age; Occupation of Parents; Kind of Certificate; Class in which the Student was Enrolled; Date of Issue of the Certificate, day, month, year; Quality of the Student, mark, in figures, in letters, conduct, absences, other remarks; Signature of the Person Receiving the Certificate.

The record of furniture, tools, equipment and books has the following column headings: Serial Number; Date of Receipt, day month, year; Number and Date of Letter from the Ministry Approving the Expenditure or advising of the Sending of the Material; Description of the Goods by Quantity and Quality; in the section for books should be noted the quality, and under remarks whether the books are bound; Expense incurred, drachmas, lepta;

Remarks.

FEES

No tuition is charged in public secondary schools, but a registration fee of from 150 to 300 drachmas must be paid at the beginning of each year, and the fees for promotion and graduation certificates amount to from 40 to 80 drachmas. Pupils provide their own books and other school materials.

ENROLLMENT

The number of pupils enrolled in the different types of secondary schools in 1926-27 is shown in Table XII. The average number of pupils in a Hellenic school was 150, and in a Gymnasium 145. There has been an increase in the average enrollment in Hellenic schools over a period of years, while the average enrollment in the Gymnasium has remained relatively constant. The average number of pupils in a Hellenic school¹ was 52 in 1892, 54 in 1897, 77 in 1902, 68 in 1907, 86 in 1912, and 103 in 1913.

¹ Lephass, *Op. cit.*, pp. 16, 17.

The average enrollment in a Gymnasium was 147 in 1892, 102 in 1897, 146 in 1902, 136 in 1907, 156 in 1912, and 175 in 1913.

The number of secondary pupils per 1000 of population in 1926 was 14.8. There were 8.7 pupils per 1000 of population² in 1892, 7.0 in 1897, 10.8 in 1902, 9.8 in 1907, 11.3 in 1912, and 13.1 in 1913. In 1923-24, there was one secondary school (of all types) to each 10,172 of the population; in 1926 there was one to every 9,804, compared with one elementary school to every 818 of the population.

There is a much smaller proportion of girls in public secondary schools than in public elementary schools. In 1924-25, there were 16, 647 girls in all types of secondary schools, compared with 69,001 boys. Only 19.4 per cent of all secondary school pupils were girls, compared with 40 per cent in the elementary schools.

Although only 44 of the 639 secondary schools are girls' schools, being 6.9% of the total number, the proportion of girls to the total number of secondary pupils in public schools in 1926-27 was 22.5%. This is accounted for by the fact that the girls are permitted to attend the Hellenic schools and Gymnasia listed as boys' schools. Table XII gives the enrollment in 1926-27 in the secondary schools of various types under the Ministry of Education.

Table XII
ENROLLMENT IN SECONDARY SCHOOLS UNDER THE
MINISTRY OF EDUCATION
1926-27

Type of School	Boys	Girls	Total
Classical Gymnasia	22,788	5,183	27,971
Practical lyceums	1,248	120	1,368
Hellenic schools	49,658	12,917	62,575
Middle schools for girls		2,278	2,278
Normal schools	853	919	1,772
Kindergarten normal schools		271	271
Gymnastic normal schools	60	60	120
Total	74,607	21,748	96,355

Combining secondary schools of all types and sizes, the average enrollment per school in 1924 was 134 pupils, indicating that the secondary schools are considerably larger than the elementary schools. The number of pupils per teacher was about 34, and the number of teachers per school was on the average a little less than four.

² Lefhas, *Op. cit.*, pp. 14, 15.

TEACHERS

Teachers in the three-year Hellenic schools must be graduates of the University and must hold the diploma of the Faculty corresponding to the subject they teach—Philology, Physics, Mathematics, or Theology. After from three to five years of successful experience, a teacher is eligible, on the recommendation of the inspector, to promotion to the rank of Gymnasium teacher. Fully qualified teachers in Hellenic schools and Gymnasia are called professors. Some of the teachers in Hellenic schools who have completed only two years of a university and have qualified for their position by passing a special examination, are called assistant professors. In the provinces recently added to Greece, some of the teachers in Hellenic schools have only the diploma of graduation from a Gymnasium, but they are retained in the teaching service because they were teaching before the annexation.¹

IN-SERVICE TRAINING

For the improvement of teachers in service in secondary schools and to train teachers for the normal schools, a Pedagogical Academy was established in 1920.² It was to continue for seven years and might be extended for another three years. The course was for two years and the subjects taught included Philosophy, General and Child Psychology, Ethics and Sociology, Aesthetics, Logic, History of Pedagogy, General Pedagogy, General and Special Didactics, Physiology and Biology, Child Study and School Hygiene, and the various subjects taught in the schools. Secondary school teachers who are graduates in Philology, Mathematics, Physics or Theology from the University of Athens, who have served at least three years and are not more than 35 years old, may apply to the Ministry for two years leave of absence to attend the Pedagogical Academy. These applications are acted on by the Educational Council. Students of the Academy are paid their full salary and their travelling expenses. Examinations in theory and practice are held at the end of the course and students who pass are granted a special certificate. All vacancies in normal schools are filled from those who hold this certificate. The courses in the Pedagogical Academy are taught by regular or adjunct professors of the University, members of the Educational Council, superior inspectors of primary

¹ University graduates who wish to teach are now required to attend the experimental schools conducted by the University of Athens and the University of Salonica for a six-month course and to pass an examination. The Hellenic schools have been discontinued recently.

² Law 2243, from the Official Gazette Nos. 148 and 247, 1920.

education, directors, subdirectors, or special professors of the normal schools of Athens, and special scientists whether or not in the public service. It is under the inspection of the Minister of Education exercised by the President of the Educational Council. It is directed by a member of the Educational Council appointed by the Minister.

A plan was put into effect by presidential decree¹ in 1925 to grant leave of absence to active teachers for the purpose of studying abroad in America or Western Europe. Two years leave without allowances may be granted to graduates of Philosophy of the National University at Athens who have had at least two years experience in the public service, are not over thirty years of age and have distinguished themselves by their progress in a scientific subject. While they are studying abroad, they must submit a report to the Minister of Education every six months; at the end of each year they must send a full report of studies and other activities. When they return from their foreign study, they must serve for two years in their former position.

SCHEDULE OF THE HELLENIC SCHOOLS

The schedule of the Hellenic school follows. Children who graduate from the four-year elementary school are eligible for admission to the three-year Hellenic school. Its course is, therefore, arranged for children between the ages of ten and twelve or thirteen. Since the compulsory education law requires that children complete six years of elementary education, the formal education of a large number of children ends with the Hellenic school. Although a total of five periods during the three-year course is provided for handwork, there is a lack of the vocational try-out courses that are valuable to enable the young adolescent to select wisely his life work or to plan intelligently for vocational training during the secondary school period. Try-out courses in a variety of trades are in operation² in the Near East Relief Trade School of Syra. They give a boy an opportunity to do a sampling of the work of several trades before entering upon a fuller training in one trade.³

¹ Official Gazette, No. 358, Nov. 17, 1925.

² In 1926.

³ The Hellenic schools were discontinued in 1929-30. The last two years of the Hellenic school become the first two years of the six-year Gymnasium. Also, vocational training in agriculture is being given in the Sunday agriculture schools, which are being extended throughout the country. Graduates of elementary schools are required to attend these Sunday schools for two years. They are taught practical agricultural subjects four hours every Sunday and holiday. The teachers in these Sunday schools have had a graduate course in special agricultural schools.

Table XIII

SCHEDULE OF THE HELLENIC SCHOOL

Subject	Years			Total
	A	B	C	
Religion	2	2	2	6
Greek	12	11	11	34
Mathematics	3	3	4	10
Physics and Hygiene	2	2	3	7
History	3	3	3	9
Geography	3	2	2	7
French		3	3	6
Drawing	2	2	2	6
Penmanship	1	1	1	3
Gymnastics	3	3	3	9
Singing	2	2	1	5
Handwork	2	2	1	5
Total	35	36	36	107

SCHEDULE OF THE GYMNASIUM

The schedule of the six-year Gymnasium follows. The courses for the first and second years correspond to those of the second and third years, respectively, of the Hellenic school.

Table XIV

SCHEDULE OF THE SIX-YEAR GYMNASIUM

Subjects	Years						Total
	I	II	III	IV	V	VI	
Religion	2	2	2	2	2	1	11
Greek, ancient and modern	11	11	12	12	10	10	66
Mathematics	3	4	4	4	4	5	24
Sciences	2	3	3	3	4	4	19
History	3	3	3	3	3	3	18
Geography	2	2					4
Latin			4	4	3	3	14
French	3	3	3	3	3	3	18
Philosophy					2	2	4
Gymnastics	3	3	3	3	3	3	18
Singing	2	1	1	1	1	1	7
Drawing	2	2					4
Penmanship	1	1					2
Hand Work	2	1					3
Total	36	36	35	35	35	35	212

The emphasis given to language is noteworthy. In the six-year course, a total of 98 periods per week is devoted to Greek, Latin, and French, amounting to 46.2 per cent of the entire school time. The amount of time given to Latin is especially open to

question. In four years of the Gymnasium, a total of 14 periods or 10 per cent of the entire school time is allotted to this subject. Considering the fact that the pupils have a rich contact with ancient culture through the study of ancient Greek and having in mind the importance of modern languages in the economic progress of the country, can the teaching of Latin be justified? The substitution of English or German in its place would be of much greater practical value for the young men and women attending secondary schools.

PHYSICAL EDUCATION

The emphasis on gymnastics is creditable. Increasingly the type of physical education is getting away from formal drills, calisthenics and setting-up exercises; track athletics and competitive team games are becoming more common. Considering the value of sports in the development of the physical life of the nation, this must be regarded as a decidedly beneficial tendency.

The first mention of physical education in modern Greece is found in the Royal Decree of February 6, 1834.¹ In that year the first gymnasium was started in Nauplia under a German gymnastic teacher. Later a Greek was sent to Munich to study gymnastics and upon his return he was appointed physical director of the Royal Normal School at Aegina. The first Olympic Games, which were held in Athens in 1859 in the presence of King Otho, gave considerable impetus to the program of physical education. In 1870 the second Olympic Games were held in Athens and two new gymnastics grounds were prepared by the State. Several athletic associations were started, three in Athens and about ten in other parts of Greece. The decree issued in 1882 required all secondary schools to appoint a special gymnastic teacher. The first International Olympic Games were held in 1896 in the new stadium in Athens, which had been reconstructed by Averoff, a wealthy Greek, for that purpose. The momentum of these games carried enthusiasm for physical education to all parts of the kingdom. The law which is the basis of present practice in physical education was passed by Parliament in 1899. It provides that gymnastics shall be a required subject in all schools from the elementary school to the university. Each school must be provided with a gymnasium. The introduction of target practice and swimming is encouraged where possible. A special school for teachers of gymnastics with a course of two years was started in Athens. Panhellenic games are held annually in the stadium.

¹ Chryssafis, I. E.: *Physical Training of Young Men*, Athens, 1925.

For the second time the international Olympic Games were held in Athens in 1906. Soon afterwards the Swedish system of gymnastics was introduced in the schools as well as for recruits in the army. It is still the basis for much of the school gymnastics, although sports and group competitions are increasing.

A brief summary of the syllabus for the Gymnasium follows. The periods are of fifty minutes with ten minutes intervals.

THE PROGRAM OF STUDIES OF THE GYMNASIUM

RELIGION

FIRST CLASS, 2 periods weekly

Catechism and liturgy. History of the church from the time of schism to our times. Reading and explanation of the New Testament.

SECOND CLASS, 2 periods

Introduction to the New Testament; explanation of selections from the Gospels; study of church hymns.

THIRD CLASS, 2 periods

Reading and explanation of selections from the Acts and Epistles of the Apostles. Doxology; memorizing church hymns.

FOURTH CLASS, 2 periods

Christian Ethics.

FIFTH CLASS, 1 period

History of the Church.

GREEK LANGUAGE

FIRST CLASS, 11 periods: Modern Greek 4, Ancient Greek 7

Modern Greek: Prose and poetry out of an approved Greek reader. Memorizing; rhetorical; composition.

Ancient Greek: Xenophon's *Anabasis*, extracts of the last four books. Xenophon's *Hellenica* (books III & IV). Lucien's *Somnium*. Grammar of the Attic dialect, derivation, etymology; written exercises; rudiments of syntax.

SECOND CLASS, 12 periods: Modern Greek 3, Ancient Greek 9

Modern Greek: Prose and poetry of modern Greek literature from an approved collection. Memorizing of poems, declamations; compositions.

Ancient Greek: Selection from Aristotle's *Athenian State*, or from Arrian's *Anabasis*, Book I; two selected speeches from Herodotus; two choice speeches from Lysias the Orator; reading from Plutarch's *Lives*. Continuation of syntax and exercises.

THIRD CLASS, 12 periods

Modern Greek: According to the special textbook for the class; compositions.

Ancient Greek: Selections from Thucydides; two short speeches from Demosthenes. Xenophon's *Memorabilia* (selections). Homer's *Odyssey* (selections from the first twelve rapsodies). Continuation of the reading

of Plutarch's Lives. Homeric Grammar. Rudiments of the history of literature (historians, orators, etc). Completion of syntax, exercises.

FOURTH CLASS, 10 periods

Modern Greek: Epic poetry of the Middle Ages. Translations of foreign poetry. Compositions.

Ancient Greek: Plato's Crito or another choice dialogue. Selections from Thucydides. Demosthenes' Orations. Homer's Iliad (selections from the first twelve rapsodies). Lyric poetry. Reading of Characters of Theophrastus. Christian lyric poets. History of literature—epic and lyric poets.

FIFTH CLASS, 10 periods

Modern Greek: Greek modern dramatists or translations from foreign dramatists. Compositions.

Ancient Greek: One of Sophocles' tragedies and selections from Eurypides' four tragedies. Selections of Plato's Gorgias Protagoras, Phaedo and Civitas. Theocritus' Idylls. Thucydides: Pericles' Funeral Oration. Last twelve rapsodies from the Iliad. Selections from Strabo and Pausanias. History of literature—drama, philosophy, bucolic poetry.

MATHEMATICS

FIRST CLASS, 4 periods

Practical Arithmetic: Methods of proportion, percentage, simple and compound interest, proportional division, square root, bookkeeping, accountancy, etc.

Practical Geometry: Study of forms, parallelogram, cube, prism, pyramid, cone, cylinder, sphere, etc. Geometrical drawing, practical applications.

SECOND CLASS, 4 periods

Theoretical Arithmetic. Algebra to equations.

THIRD CLASS, 4 periods

Algebra continued. Plane Geometry, the first three books.

FOURTH CLASS, 4 periods

Algebra completed. Geometry, fourth and fifth books of the plane and solid geometry. Applications.

FIFTH CLASS, 5 periods

Geometry. Trigonometry. Analytical geometry. Higher algebra. Cosmography, according to an approved book.

SCIENCE

FIRST CLASS, 3 periods

Physics according to an approved textbook for this class. Elements of Hygiene.

SECOND CLASS, 3 periods

Zoology. Anthropology. Physiology.

THIRD CLASS, 3 periods

Botany. Mineralogy. Geology—especially about the Greek lands.

FOURTH CLASS, 4 periods

Physics and chemistry.

FIFTH CLASS, 4 periods

Physics and chemistry completed. General hygiene—advanced course.

HISTORY

FIRST CLASS, 3 periods

Greek history from the capture of Constantinople by the Franks to our times.

SECOND CLASS, 3 periods

Greek history up to Alexander the Great.

THIRD CLASS, 3 periods

Greek and Roman history up to Theodosius the Great.

FOURTH CLASS, 3 periods

From Theodosius to the capture of Constantinople by the Turks. History of the Middle Ages.

FIFTH CLASS, 3 periods

History of Modern Times.

GEOGRAPHY

FIRST CLASS, 3 periods

Physical and political geography of Greece. Comparison of Greece with the European States in population, industries, education, commerce, communication, etc. The Great Powers of Europe.

LATIN

SECOND CLASS, 4 periods

Latin reader. Lhomond: *De Viris Illustribus Urbis Romae*. Memorizing, grammar, exercises.

THIRD CLASS, 4 periods

Cornelius Nepos' Lives. Julius Caesar's *De Bello Civili*. Completion of grammar; syntax.

FOURTH CLASS, 3 periods

One or two of Cicero's Orations and selections from his letters. Ovid's *Metamorphoses*. Prosody; syntax.

FIFTH CLASS, 3 periods

Virgil's *Aeneid*. Horace's Odes. Cicero's *De Officiis*.

FRENCH

FIRST CLASS, 3 periods

Reading short selections, grammar, written exercises, copying, short dictations, spelling, translation into Greek, conversation.

SECOND CLASS, 3 periods

French reader, grammar, spelling, conversation.

THIRD CLASS, 3 periods

Voltaire, Chateaubrian. Grammar, conversation. Compositions.

FOURTH CLASS, 3 periods

Madame de Stael, Renan, Merimée, Boileau, Lafontaine, Beranger,

Lamartine, Victor Hugo, selections, Corneille or Racine, selections of drama. Grammar, compositions.

FIFTH CLASS, 3 periods

Montesquieu, Pascal, Rousseau, Thiers, Victor Hugo, selections in prose and poetry, Moliere, one comedy. Idioms, synonyms, syntax, compositions.

PHILOSOPHY

FOURTH CLASS, 2 periods

Introduction to philosophy and psychology.

FIFTH CLASS, 2 periods

Logic, ethics, civics.

GYMNASTICS

Three hours for each class, games, dances, athletics. Excursions each Thursday afternoon.

SINGING

One hour per week for each class.



SCHEDULE OF THE PRACTICAL LYCEUM

The extreme emphasis on classical education in secondary schools is indicated by the fact there are only seven science schools as compared with 199 classical Gymnasia for boys, and that there are only 1,368 pupils in science schools as compared with 27,971 in the classical schools. The practical lyceum offers more science and mathematics and less language than the Gymnasium. In the four-year course there is a total of 32 hours in sciences, 27 in mathematics, and 45 in languages in the practical lyceum compared with 14, 17, and 70 respectively in the Gymnasium. The practical lyceum offers 29 hours in ancient and modern Greek, 16 in French and no Latin; in the Gymnasium there are 44 hours of ancient and modern Greek, 12 of French and 14 of Latin. Although it offers a more practical course than the Gymnasium, the practical school with its fixed course without electives and its offering of theoretical science and mathematics, prepares its students vocationally for a limited field. The addition of another modern language would increase the scope of its vocational usefulness. Modern languages have a direct vocational value in the Near East.

It would seem in this modern scientific age that it would be advantageous to shift gradually the emphasis from a secondary education that is almost purely classical to one that will put a larger proportion of Greek youth in touch with modern scientific

thought.¹ This might be accomplished by changing gradually some of the classical Gymnasia into practical lyceums. It might be necessary also to require higher fees in classical high schools than in science high school. A presidential decree issued in 1927² provides for the opening of eight new practical lyceums for girls, mostly in northern Greece.

The practical lyceum or science high school is a four-year school corresponding to the four-year Gymnasium. In 1926 there were seven of these schools in Greece, of which three had complete courses, with a total enrollment of 1,368 pupils. In 1928-29, there were 12 schools with 93 teachers and 1,847 pupils, of whom 174 were girls. They prepare pupils for the science and mathematics departments of the universities, the Polytechnic School, and the higher schools of agriculture, forestry, and commerce. Graduates of the Hellenic school are eligible to enter the practical lyceum. The schedule of subjects taught in the practical lyceum follows.

Table XV
SCHEDULE OF THE PRACTICAL LYCEUM

Subject	Years				Total
	A	B	C	D	
Religion	1	1			2
Modern Greek	3	3	2	2	10
Ancient Greek	6	5	4	4	19
History	2	2	2	2	8
Psychology and Logic			2		2
French	5	4	4	3	16
Mathematics					
Arithmetic	2	1			3
Algebra	2	2	2	2	8
Geometry	2	2	2	2	8
Trigonometry			2	1	3
Descriptive Geometry			2	1	3
Analytical Geometry				2	2
Astronomy				2	2
Sciences and Hygiene					
Nature Study	4	2	2	2	10
Experimental Physics		3	3	5	11
Chemistry		3	3	3	9
Geography	3	2			5
Drawing	3	3	3	3	12
Gymnastics and Military Drill	3	3	3	2	11
Total	36	36	36	36	144

¹ The tendency to decrease the emphasis on classical secondary schools may be observed, for instance, in Germany by noticing the increase in the percentage of Realgymnasia and Oberrealschule from 1900 to 1923.

	1900	1923
Gymnasia	81.8	50.9
Realgymnasia	12.6	30.5
Oberrealschule	5.6	18.6

Educational Yearbook, 1926, of the International Institute of Teachers College, Columbia University, p. 192.

² Official Gazette, No. 29, Feb. 22, 1927.

The syllabus of the science school follows:

SYLLABUS OF THE PRACTICAL LYCEUM

RELIGION

CLASS A — 1 period

Extracts from the Gospels. Reading at home from the Gospels and a written lesson every fifteen days in class in the form of a composition based on the readings.

CLASS B — 1 period

Acts and Epistles of the Apostles. Reading at home and a written lesson every fifteen days.

GREEK

CLASS A — 9 periods

Modern Greek: 3 periods. Reading of prose and poetry of Greek writers of the 19th and 20th centuries. (Vikela, Valaoritou, Zalokosta, Papadiamanti). Syntax of the written and pure Greek. Two compositions per month.

Ancient Greek: 6 periods. Xenophon's Economics, Herodotus, Plutarch's Lives of Themistocles, Pericles, Aristides. Orations of Lysias, Arrion's Anabasis of Alexander the Great. Syntax of ancient Greek.

CLASS B — 8 periods

Modern Greek: 3 periods. Extracts from the modern writers and poets. Syntax of the modern Greek language (written and spoken). Two compositions per month.

Ancient Greek: 5 periods. Extracts from Thucydides, Lucian, Demosthenes' Olynthic orations, Homer's Odyssey.

CLASS C — 6 periods

Modern Greek: 2 periods. Reading of extracts from the different modern Greek writers. One composition per month.

Ancient Greek: 4 periods. Reading from Demosthenes' Philippics, Plato's Crito, Idylls of Theocritus, lyric poetry, ecclesiastical poetry, Homer's Iliad. Repetition of syntax.

CLASS D — 6 periods

Modern Greek: 2 periods. Reading of different modern Greek writers. One composition per week.

Ancient Greek: 4 periods. Interpreting Plato's works, dialogues, Aristotle's treatise "On the World", Sophocles' dramas, Euripides' dramas, Homer's Iliad.

HISTORY

CLASS A — 2 periods

From ancient times to the Achaic Confederacy. Political Economy. History of civilization and development of theoretical and practical sciences and arts.

CLASS B — 2 periods

From the time of the Achaic Confederacy to the Crusades. History of civilization. General history.

CLASS C — 2 periods

From the time of the Crusades to the French Revolution. History of civilization. General history. Reading at home of the lives of men contributing to the progress of applied sciences.

CLASS D — 2 periods

From the time of the French Revolution to the present times. General history. Reading at home of lives of men who have contributed to the progress of applied sciences and arts.

PHILOSOPHY

CLASS C — 2 periods

Psychology: From an approved textbook. Sensation, consciousness, emotions, will power, etc.

Logic: From an approved textbook.

FRENCH

CLASS A — 5 periods

Textbook: Alge Method. Use of pictures, conversation, spelling, exercises from Greek to French, grammar.

CLASS B — 4 periods

Alge Method. Descriptions of pictures, French reader, as Mironneau: *Choix de lectures*, memorizing poems, grammar.

CLASS C — 4 periods

French reader, conversation, composition, grammar.

CLASS D — 3 periods

Discussion on selections read from the French reader, as Mironneau: *Recueil de textes litteraires*, written compositions, simple letter writing, grammar, syntax, French literature: Racine, Corneille, Molière.

MATHEMATICS

CLASS A — 6 periods

Arithmetic: 2 periods. Decimals, divisibility, fractions, greatest common divisor, problems, etc.

Algebra: 2 periods. Algebraic numbers, positive and negative; fractions, problems, equations, etc.

Geometry: 2 periods. Plane geometry, triangles, polygons, circles, etc.

CLASS B — 5 periods

Arithmetic: 1 period. Different systems of numbering; theory of finding the greatest common divisor; square roots.

Algebra: 2 periods. Systems of equations, second grade; logarithms, problems.

Geometry: 2 periods. Geometrical types; analytical method; theory of Pythagoras.

CLASS C — 8 periods

Algebra: 2 periods. Problems relating to the laws of motion; theory of roots; theory of logarithms; complex equations.

Geometry: 2 periods. Solid geometry.

Trigonometry: 2 periods. Arcs and angles; logarithmic tables of trigonometric numbers.

Descriptive Geometry: 2 periods: Straight parallels.

CLASS D — 8 periods

Algebra: 2 periods. Equations, problems.

Trigonometry: 1 period. Meaning of arc and angle; division and subtraction of arcs.

Geometry: 2 periods. Theory of Desargues; problems; review.

Descriptive Geometry: 1 period. Spheric Geometry.

Analytical Geometry: 2 periods.

ASTRONOMY

CLASS D — 2 periods

The Universe; heavenly bodies; the earth, its shape and movement; the sun, moon, planets, comets, stars.

SCIENCES

CLASS A — 3 periods

Nature Study. Zoology. Botany.

CLASS B — 8 periods

Nature study: 2 periods. Zoology. Botany.

Experimental Physics: 3 periods.

Chemistry: 3 periods.

CLASS C — 8 periods

Nature study: 2 periods. Zoology. Botany.

Physics: 3 periods.

Chemistry: 3 periods.

CLASS D — 10 periods

Nature study: 2 periods. Geology.

Physics: 5 periods. Acoustics, optics, mechanics, dynamics, magnetism, electricity, radio.

Chemistry: 3 periods.

GEOGRAPHY

CLASS A — 3 periods

Elements of physical and mathematical geography. Geography of Greece.

CLASS B — 2 periods

Countries in the neighborhood of Greece. Geography of the rest of Europe. European colonies. Emigration.

DRAWING

CLASS A — 3 periods

Drawing from nature. Sketches. Free drawing with pencil.

CLASS B — 3 periods

Drawing from nature. Use of colored pencils. Water colors. Drawing monuments of Greek art of the Middle Ages and of the Renaissance.

CLASS C — 3 periods

Geometric plans. Use of India ink.

CLASS D — 3 periods

Copying or architectural plans. Application of descriptive geometry to different plans.

GYMNASTICS AND MILITARY DRILL

CLASSES A, B, C, D — 3 periods each

Application of the same schedule for this course as that used in the Gymnasium.

SCHEDULE OF THE MIDDLE SCHOOL FOR GIRLS

The three-year middle school for girls corresponds in grade to the last year of the Hellenikon and the first two years of the Gymnasium. In 1926-27 there were 16 of these schools in Greece, with an enrollment of 2,278. The course of study is adapted to the needs of girls and to homemaking. Practical applications are stressed in the teaching of mathematics and sciences. The schedule of studies and a summary of the syllabus follow.

Table XVI

SCHEDULE OF THE MIDDLE SCHOOL FOR GIRLS

Subjects	Years			Total
	A	B	C	
Religion	2	2	2	6
Greek	8	9	8	25
History	2	2	2	6
Geography	2	2	2	6
Natural Sciences, Physiology and Hygiene	2	2	2	6
Chemistry and Physics	2	2	1	5
Mathematics	3	3	3	9
Home Economics and Education	--	--	2	2
Drawing	2	2	2	6
Penmanship	1	--	--	1
Handwork	3	3	3	9
Singing	3	3	3	9
Gymnastics	3	3	3	9
French	5	5	5	15
Total	38	38	38	114

SYLLABUS OF THE MIDDLE SCHOOLS FOR GIRLS

RELIGION

CLASS A — 2 hours

Reading of extracts from the Gospels on the life and work of Jesus. Interpretation and memorizing of hymns.

CLASS B — 2 hours

History of the church. Lives of distinguished religious women. Reading of the Acts of the Apostles. Hymns.

CLASS C — 2 hours

Christian Ethics. Reading of the Epistles of St. Paul. Catechism. Liturgy.

GREEK

CLASS A — 8 hours

Ancient Greek: Xenophon's Anabasis, Apollodoros' Extracts, Lucian's Dream.

Modern Greek: Approved book for the third year of the Hellenikon. Reading at home of poems and works of contemporary Greek writers. One weekly composition on descriptions and events.

CLASS B — 9 hours

Ancient Greek: Xenophon's Memorabilia, extracts for girls from Cyropaedia, Plutarch's Ethics (Virtues of Women).

Modern Greek: Reading from the approved book for the first class of the Gymnasium. One composition per week.

CLASS C — 8 hours

Ancient Greek: Plutarch's Parallel Lives (Dion, Coriolanus, Agis and Cleomenes), Xenophon's Economics.

Modern Greek: Reading from the approved book for the second class of the Gymnasium, and also reading of modern Greek drama, or ancient, or translated drama. Reading at home of contemporary works. One composition per week.

HISTORY

CLASS A — 2 hours

History of ancient Greece, dealing especially with the ancient Greek civilization. The position of woman in ancient Greek society.

CLASS B — 2 hours

History of Byzantine Hellenism with a brief introduction to Roman history. Byzantine and Roman civilization.

CLASS C — 2 hours

History of Greece from the Fall of Constantinople to the present time. General history. The most important events of modern times.

GEOGRAPHY

CLASS A — 2 hours

Geography of Greece.

CLASS B — 2 hours

Geography of Europe and the Mediterranean coast-lands.

CLASS C — 2 hours

Geography of the other continents.

NATURE STUDY

CLASS A — 2 hours

Zoology. Botany. Elements of agriculture—gardening, floriculture, etc.

CLASS B — 2 hours

Zoology. Botany (continued). Elements of agriculture—arboriculture, etc.

CLASS C — 2 hours

Physiology. Hygiene and nursing.

SCIENCE

CLASS A — 2 hours

Chemistry. Mineralogy.

CLASS B — 2 hours

Experimental physics.

CLASS C — 1 hour

Experimental physics. Electricity, magnetism, light, etc.

MATHEMATICS

CLASS A — 3 hours

Arithmetic: Divisibility, fractions, decimals; measures, weights, coins; problems.

Geometry: Elementary geometry.

CLASS B — 3 hours

Arithmetic: Problems, percentage, square root, etc. Elementary book-keeping and accounting.

Geometry: Simple geometrical problems.

CLASS C — 3 hours

Arithmetic: Equations. Logarithms.

Geometry: Circles. Measurements of solid bodies.

HOME ECONOMICS AND HOME PEDAGOGY

CLASS C — 2 hours

Home Economics: The home—airing, heating, cleaning of windows, furniture, carpets. Clothing—washing, dyeing, ironing, sewing. Food—qualities of foods, preparing, preserving.

Home Pedagogy: Health; moral training in the family; ethical and Christian training.

DRAWING

CLASS A — 2 hours

Drawing from nature.

CLASS B — 2 hours

Drawing from nature, crayon.

CLASS C — 2 hours

Drawing (continued). Water colors.

PENMANSHIP

CLASS A — 1 hour

All sorts of writing and especially the round and quick penmanship.

HANDWORK

CLASS A — 3 hours

Needle work. Embroidery work. Paper, mat, and clay work. Sewing underwear. Fine crochet.

CLASS B — 3 hours

Cutting, sewing. Decorative clay modeling.

CLASS C — 3 hours

Cutting and sewing of underwear and dresses. Mending, darning, etc.

SINGING

CLASS A, B, C — 3 hours each

GYMNASTICS

CLASS A, B, C — 3 hours each

National Dances.

FRENCH

CLASS A, B, C — 5 hours each

French is taught according to the special approved book for each class. Grammar, conversation, spelling, composition, translation. In the two upper classes the teacher is supposed to use only the French language.

PROMOTION AND FAILURE

What proportion of boys and girls are promoted and what proportion fail in each of the types of secondary schools? Tables XVII and XVIII throw light on this question.¹

Table XVII

NUMBER OF PUPILS PROMOTED, CONDITIONED, AND FAILED IN GREEK SECONDARY SCHOOLS, 1924-25

Type of School	Enrollment		Promoted		Conditioned		Failed	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Classical Gymnasia ...	25245	4870	17750	3940	4315	480	3180	450
Incomplete Gymnasia .	2302	600	1469	390	506	142	327	68
Practical Lyceum	965	76	670	56	190	14	105	6
Hellenic Schools	40489	8795	24237	6408	7685	1315	8567	1072
Middle Girls' Schools.		2306		1711		411		184
Total	69001	16647	44126	12505	12696	2362	12179	1780

A study of Table XVIII shows that in 1924-25 there was a great difference in the percentage of boys promoted as compared with the per cent of girls. In every type of school the percentage of girls promoted is greater. The difference is as great as from 70% to 81% in the Gymnasia and from 60% to 73% in

¹ Many of these pupils are in coeducational schools, but the exact number cannot be determined from statistics at hand. See page (55).

the Hellenikon. While only 64% of all the boys were promoted, the percentage of girls was 76. In schools of every type except one the percentage of boys conditioned was greater than that of girls; without exception the percentage of boys failed was greater than that of the girls. What is the explanation? Probably it does not mean that the girls are brighter than the boys or even that they are more industrious. The reason is probably found in the tendency of teachers to give girls higher marks than boys. This same tendency has been found in school surveys in America; the tendency is shown by both men and women teachers. A remedy is to place less reliance on old style examinations of the essay type and on the judgment of teachers, and to use more of the new style objective examinations in which the scoring is not influenced by the teacher's prejudice. An increased development and use of standard tests would also help.

Table XVIII

PERCENTAGE OF PUPILS PROMOTED, CONDITIONED, AND FAILED IN
GREEK SECONDARY SCHOOLS, 1924-25

Type of School	Percent Promoted		Percent Conditioned		Percent Failed	
	Boys	Girls	Boys	Girls	Boys	Girls
Classical Gymnasia	70	81	17	10	13	9
Incomplete Gymnasia	64	65	22	24	14	11
Practical lyceums	70	74	19	18	11	8
Hellenic Schools	60	73	19	15	21	12
Middle Girls' Schools .....	....	74	....	18	....	8
Total	64	76	18	14	18	10

Table XVIII shows further that only 60% of the boys in Hellenic schools were promoted as compared with 70% in Gymnasia. This shows a very vigorous sifting process in the middle schools. Can a mortality of 21% failed and 19% conditioned be justified? If one accepts the philosophical principle that it is the duty of the schools to adjust themselves to the needs of the children instead of trying to shape the children to a hard and fast mold, it is evident that the promotion of only 60 per cent of the boys and of only 73 per cent of the girls, cannot be justified. Either the courses of study are not suited to the needs and interests of the boys and girls, or the methods of instruction and of promotion consider more certain arbitrary standards than the welfare of the children in the schools. This question is one that educators and lovers of childhood and youth in Greece may well take under careful consideration.

CHAPTER V
VOCATIONAL EDUCATION
ELEMENTARY AND SECONDARY

As is true in many countries, the prevailing emphasis in Greek public schools is on a classical type of curriculum. Recognition of the need of skilled workers in industry and commerce and for intelligent application of modern scientific farming methods is increasing, resulting in a tendency to promote vocational schools of various types.¹ The need is felt too of retarding the movement of rural populations to already overcrowded cities. Evidences of this tendency are found in the plan of including study of rural life and the biographies of leading agriculturists in the curriculum of rural elementary schools, the Sunday agricultural schools, the presidential decree incorporating a general treasury for commercial education, and the plans for the great vocational school provided by the legacy left by Basil Sivitanides in 1917.

The vocational schools are classified under five heads, namely, schools for teacher training,² commercial schools, theological seminaries, agricultural schools, and industrial and technical schools. The normal schools and theological seminaries are under the Ministry of Education, the commercial schools and the industrial and technical schools are under the Ministry of National Economy, and the agricultural schools are controlled by the Ministry of Agriculture.

COMMERCIAL, INDUSTRIAL AND TECHNICAL EDUCATION

Commercial, industrial and technical education³ is under the authority of the Ministry of National Economy which has a Department of Vocational Education. There is also a Council for Vocational Education in the Ministry, composed of two sections that advise in regard to commercial and technical education

¹ As an instance of the modern tendency to increase the emphasis on vocational education and vocational guidance, recent developments in France may be cited. Cf. Educational Yearbook, 1924, of the International Institute of Teachers College, Columbia University, pp. 163-66; Educational Yearbook, 1925, pp. 152-54; Educational Yearbook, 1928, pp. 62-63, 88-90, 290-94.

² See page (35).

³ From a letter to the writer from A. Iliades, Head of the Department of Vocational Education in the Ministry of National Economy, dated Dec. 18, 1926.

respectively and work to promote the growth and development of vocational education. Moreover, the Technical Committee in the Ministry concerns itself with the erection of buildings for commercial schools. It is expected that a general treasury for technical education, similar to the recently incorporated General Treasury of Commercial Education, will be created in the near future.

GENERAL TREASURY OF COMMERCIAL EDUCATION

A presidential decree of August 31, 1926 established the General Treasury of Commercial Education, the functions of which are enumerated in the following condensed translation of the decree.

The General Treasury of Commercial Education is a legal corporation located in Athens and operating under the inspection and control of the Ministry of National Economy. The objects of the treasury are to:

1. Contribute to the treasuries of commercial schools when their means are not sufficient to erect or to complete the construction of school buildings. This aid shall not exceed one-tenth of the total expense.
2. Provide for sending scholars abroad to complete their commercial education.
3. Print and distribute books on commerce and similar subjects.
4. Provide furniture, equipment, books, and the like, for commercial schools.
5. Issue a special magazine on commercial education, dealing with competitions for students, economic movements in Greece and in other nations, developments in Greek and foreign commercial education, and legislation in Greece and in other countries bearing on commercial matters.
6. Help in printing scientific and commercial books.
7. Organize educational conferences and commercial exhibits in which representatives of commercial and business organizations, special scientists, and educational workers, may take part.
8. Provide funds for establishing and supporting a bureau of archives of vocational education.
9. Found and provide for a library pertaining to commercial and industrial education.
10. Participate in foreign educational conferences and exhibits by sending representatives.
11. Subsidize private business and industrial schools recognized by the government.

The General Treasury of Commercial Education is administered by a committee of six members composed of a department chief of the Minis-

try of National Economy, an inspector of commercial education, a chief of the Department of Vocational Education, a chief of the special accounting office of the Ministry of National Economy, a professor of the Highest School of Economics and Commercial Sciences, and a principal of a public secondary commercial school in Athens, appointed by the Minister of National Economy. For each session of the committee at which the chairman and the members are present, they are granted an allowance of 75 drachmas each.

The income of the General Treasury of Commercial Education is from registration fees paid by students in commercial schools or from stamps annexed to certificates, with an addition of 30 per cent for the forced loan.

Annual registration fee paid by students in private schools.....	240.
Percentage for the forced loan	72.
	<hr/>
	312.
Stamp for certificates	
Diploma or Certificate	100.
Percentage for the forced loan	30.
	<hr/>
	130.
Certificate of promotion	68.
Percentage for the forced loan	20.40
	<hr/>
	88.40
Certificate of studies	28.
Percentage for the forced loan	8.40
	<hr/>
	36.40
Certificate of studies for private use and copies of deposited school certificates	16.
Percentage for the forced loan	4.80
	<hr/>
	20.80

LOCAL SCHOOL TREASURY

Each public commercial school has a school treasury which is an independent legal corporation for the purpose of collecting funds to construct a building for the school and to provide for the development and maintenance of the school. The income of these treasuries is from tuition, legacies, and donations from individuals and chambers of commerce. They are managed by a local committee of five members elected from various classes of society in the city in order that every class may be interested in the school. In the future when sufficient funds have been collected, this committee may administer the school and the government will have only general control and supervision over it.

COMMERCIAL SCHOOLS

The public commercial schools¹ are supported by the national government, legacies, donations, chambers of commerce, and by local governments. Private commercial schools are classified as (1) schools recognized by the government as equal to the public commercial schools, and (2) schools maintained as a business enterprise for profit. To be recognized by the government a school must provide the same courses of studies as the public schools and must have been in operation for at least five years with results which entitle it to recognition.

LOWER COMMERCIAL SCHOOLS

There are three grades of commercial schools, lower, middle and higher.² The lower commercial schools, called "practical" schools provide a three-year course of about junior high school grade. Candidates for admission must have a certificate showing completion of the second year of a Hellenic school or of a six-year elementary school. Upon completion of the work in this school, students are entitled to take the examination for admission to the third year of a five-year public secondary commercial school. By legislative decree authority has been given for the maintenance of schools of this type by the national government, donations, legacies, chambers of commerce, commercial societies and local governments. There are only a few public commercial schools of this grade at the present time, but a number of private schools are in operation.

There are also six night schools of this type maintained for the education of employed young people by private organizations, groups of workers, chambers of commerce and other recognized agencies having the financial support of the government. Two of these schools are located in Athens, one supported by the Society of Employees of Athens, the other by the League of Greek Women for the Rights of Women; one in Piraeus maintained by the Society of Employees of Piraeus; and one each maintained by the commercial societies of Syra, Argos, and Volos. More than a thousand students attend these schools. There are also a few commercial schools maintained by Greeks or foreigners which are not rec-

¹ From a letter to the writer from A. Iliades, Head of the Department of Commercial Schools in the Ministry of National Economy, dated Dec. 18, 1926 and the Official Gazette, No. 63, Feb. 18, 1927, containing the decree signed Dec. 30, 1925 by Paul Coundourotis, president of the Republic, and G. Sechiotis, Minister of National Economy.

² For the higher commercial school, see Chapter VI on Higher Education.

ognized by the government because their course of study does not conform to that provided by legislative decree.

The subjects taught in the practical commercial schools are modern Greek, religion, Greek history and history of commerce, practical commercial arithmetic and elementary geometry, elementary commercial science, elementary accounting and commercial correspondence, commercial products, physiography and elements of experimental physics, commercial geography mostly of Greece, penmanship and typing, French, and gymnastics.

SECONDARY COMMERCIAL SCHOOLS

Most of the commercial education in Greece is given in "middle" commercial schools which are of secondary grade. They are either public, recognized private or non-recognized private schools. The regular course is four years, but some schools have provided a course of five years, the first year being preparatory. The school year is divided into three periods, October 1st to December 31st, January 1st to March 31st, and April 1st to June 10th.

There were 25 public and 16 recognized private commercial schools in Greece in 1925-26. Five of the public schools are located in Athens, four for boys and one for girls, and one each in Piraeus, Volos, Salonica, Cavalla, Kozani, Yannina, Corfu, Patras, Pyrgos, Kalamai, Chanea, Heraklion, Samos, Syra, Chios, Tsangarathos, Cephallonia, Xilokastron, Yethion, and Halkis. The school at Xilokastron is maintained by its own school treasury. Eight of the private commercial schools are located in Athens, one of them a Greek-French school, another a Greek-English school, and a third the girls' school maintained by the Literary Society of Athens; three schools are in Salonica, two Greek and the third Jewish; Piraeus has two private commercial schools, and there is one each in Kalamas, Patras, and Vathi in Samos. Mention may be made also of five commercial schools maintained abroad by groups of Greeks in Alexandria, Port Said, Cairo, Cyprus and Bucharest.

STATISTICS

In 1926-27 there were 5,409 pupils enrolled in commercial schools, 4,282 boys and 1,127 girls; 2,425 were in public schools, 461 in schools equivalent to public schools, and 2,523 in private schools. In 1927-28, there were 4,574 pupils, 3,667 boys and 907 girls; 2,677 in public schools, 290 in equivalent schools, and 1,607 in private schools. They were taught in 1926-27 by 465 teachers, of whom 208 were in public schools, 13 in schools equivalent to

public schools, and 244 in private schools; and in 1927-28 by 526 teachers, 218 in public schools, 21 in equivalent schools, and 287 in private schools.¹ In 1930-31 there were 3,113 pupils in public commercial schools, 2,337 boys and 776 girls. There were 258 teachers in these schools, 232 men and 26 women; 186 men and 21 women were classified as professors and 46 men and 5 women as teachers.²

TEACHERS

The list of the teaching personnel of secondary commercial schools gives some indication of the emphasis placed on the different subjects. There were 25 directors, 27 full professors of Greek, history and religion, 26 of mathematics, 27 of commercial products, sciences and geography, 27 of commercial subjects; 27 professors of French and 25 of English, and 25 professors of law of whom 6 are regular and 19 adjunct professors; 26 teachers of penmanship and typing, 25 teachers of gymnastics, 1 of hand-work, 5 of German, and 2 each of Italian and Serbian; and 25 assistant teachers each of hygiene and of shorthand; a total of 295 on the instructional staff of the public secondary commercial schools.

Special qualifications are indicated for the teaching personnel of each of the departments. The professor of Greek, history and religion must be a graduate of the Faculty of Philosophy of a Greek university or of ancient or modern literature of a foreign university of equal rank; for the mathematics department, a graduate of the Faculty of Mathematics; for commercial studies, he must have a special diploma of a professor of these subjects, or a diploma of the Highest School of Commercial Studies, or the diploma of commercial mathematics from a foreign university; for the department of commercial products, sciences and geography, he must be a graduate of the chemistry department of a Greek university, or of the Polytechnic School, or have a special diploma in the study of commercial products from a foreign university; for the foreign languages, either graduation from the department of language in a foreign university, or he must have passed an examination in the language given by the Ministry of National Economy; for penmanship and typewriting, a diploma of a Greek or foreign technical school; for shorthand, a diploma in this subject from the Ministry of National Economy based upon a special examination or a stenographer who has ser-

¹ Bulletin Mensuel de Statistique, September 1929, pp. 53, 54.

² Ibid., December 1930, p. 55.

ved successfully for two years as parliamentary stenographer; for hygiene and nursing, graduation from the medical school of a university and preferably a specialist in hygiene or one who has been a school doctor for two years; for handwork in schools for girls, a diploma from a Greek or foreign special school, or a diploma in this subject from the Ministry of National Economy; for teaching gymnastics, a diploma from the School of Gymnastics Masters or the School of Gymnastics at Kallithea, or a foreign school of gymnastics, or one who has taught gymnastics in a Hellenic school at least two years, or a regular or reserve officer who has served at least two years and is not more than forty years old.

The teaching load for principals is 18 hours per week, for professors of the first rank 24 hours, and for professors of the second rank, 30 hours.

QUALIFICATIONS FOR ADMISSION

Admission is by public written examination in Greek and mathematics. The examination in Greek consists of dictation from an unannounced text, grammar, and the expression of ideas. The mathematics examination consists of three practical problems in arithmetic of which two must be solved. A candidate for examination must be not over 16 or 17 years of age, have a diploma from a public or private Hellenic school, or a certificate showing completion of the third year of a "practical" commercial school or the second year of a Gymnasium, must present a certificate of good conduct from his previous school, must show that he is registered in his communal records, and must not have any contagious disease.

During the first ten days of September each year the association of professors of each school meets and decides on the number of students to be admitted to the beginning class, taking into consideration that the maximum number is 45 and that the number may be smaller depending on the size of the classroom provided for the beginning class.

TUITION

The tuition fee for the year in public commercial schools is 768 drachmas, payable in three equal installments. The local school committee may help needy students by paying part or all of their tuition, but the number so aided must not exceed ten per cent of the total number of registered students.

EXAMINATIONS

Examinations are held at the end of each semester, beginning January 8th and April 1st each year, but the last examination of the fourth year which is the graduation examination is held during the second ten days of June and class work stops at the end of May. Questions are prepared by the principal and the teacher of the subject unless they are issued by the Ministry of National Economy; in that case the sealed envelopes are opened by the principal just before the examination. Examination papers are marked by the teacher of the subject and are kept by the principal for at least a year in the school archives.

MARKING SYSTEM

A seven-step marking system is used: excellent, 10; very good, 8 and 9; good, 6 and 7; fair, 6; rather poor, 3 and 4; poor, 1 and 2; and very poor, 0. Subjects are grouped for marking purposes: commerce, accounting and commercial correspondence are marked as one subject; commercial law, political economy and domestic science (in girls' schools) as one subject; commercial products, history, experimental physics and chemistry as one subject; and penmanship, typewriting and shorthand as one subject.

On the basis of his attendance, conduct, study, and examinations, a student may be required to repeat the subject the following year, be excluded from the second semester examination and be required to repeat the year's work, be failed and required to repeat the year's work, or be promoted to the next year's work. If he is a fourth year student and fails he may be re-examined in September; if he fails again he may have another examination in December, when if he passes he is awarded the diploma; if not, he must repeat the year's work. Fourth year students who pass the final examinations are entitled to a diploma of a commercial school.

In some of the required subjects, the principal or the professor may give practical exercises in his subject during hours not indicated in the program.

SCHEDULE OF STUDIES

The schedule of studies in secondary commercial schools follows:

Table XIX-A

SCHEDULE OF SECONDARY COMMERCIAL SCHOOLS,
REQUIRED SUBJECTS

REQUIRED SUBJECTS	Hours per week according to classes								Total hours	
	School for boys				School for girls				School for	School for
	A	B	C	D	A	B	C	D	Boys	Girls
Greek										
Religion	1				1				1	1
Modern Greek (composition & essays) ..	5	5	3	2	5	5	3	2	15	15
Ancient Greek	1	1	2	2	1	1	2	2	6	6
General History	2	2			2	2			4	4
History of										
Commerce			1	1			1	1	2	2
Mathematics	4	4	4	3	4	4	3	3	15	14
Commercial Arithmetic										
Elementary Geometry										
Elementary Algebra										
Economic Algebra										
Commercial Products										
Elem. Physiography ..	2				2				2	2
Chemistry		2	1			2	1		3	3
Merchandise			2	3			2	2	5	4
Experimental										
Physics	2	1	1		1	1	1		4	3
Geography										
General, Physical,										
Mathematical, Commercial-Economic ..	2	2	2	1	2	2	2	1	7	7
French	5	5	4	5	5	4	4	5	19	18
English		5	5	6		5	4	4	16	13
Business Course										
Commerce	2	2	1	1	2	1	1	1	6	5
Accountancy	2	2	3	4	2	2	3	4	11	11
Correspondence			1	1			1	1	2	2
Law										
Commercial Law			2	2			1	2	4	3
Political Economy			2	2			2	2	4	4
Technical										
Penmanship	3	1	1	1	3	1	1	1	6	6
Typing	2	2	1	1	2	2	1	1	6	6
Shorthand		1	1	2		1	1	2	4	4
Handwork					2	2	2	2		8
Hygiene	1	1				1	1	1	2	3
	<u>34</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>34</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>144</u>	<u>144</u>

In addition to the above program of subjects, required gym-

nastics is taught, not according to classes but according to the height and physical vigor of the pupils.

Table XIX-B

SCHEDULE OF SECONDARY COMMERCIAL SCHOOLS,
ELECTIVE SUBJECTS

ELECTIVE SUBJECTS	Schools for Boys and Girls			
	Hours per week according to classes			
	A	B	C	D
German Language	3	3	3	3
Italian Language	2	2	3	3
Serbian Language	2	2	3	3
	In Groups			
	A Group		B Group	
German Language	3		3	
Italian Language	3		3	
Serbian Language	3		3	

INDUSTRIAL AND TECHNICAL EDUCATION

Until recently industrial and technical education¹ of secondary grade has had a very small place in Greece. There has been no decree relating to schools of this kind until recently. The following schools of practical vocations and trades are now in operation, having been started with the approval of the government and receiving financial aid from it: The engineering school for machinists and electricians in Piraeus maintained by the Piraeus Corporation; a similar school in Piraeus called the Prometheus School; a manual arts school for girls in Athens called the Royal School of Handwork; a manual arts school for boys in Athens maintained by the Vocational Association of Athens; the home economics school for girls in Athens of the League of Greek Women; a vocational school for girls in Teyea, Arcadia; a decorative arts school in Corfu founded on the Filion legacy; a school for actors in Athens maintained by the Athenian Society of Actors; a journalistic school in Athens maintained by the Union of Journalists; a barbering school supported by the Barbers' Union of Athens; the technical school of trades in Volos supported by the Chamber of Trades in Volos.

The Metsovion Polytechnical School² in Athens has an affiliated School of Trades,³ started in 1918. Applicants for admission

¹ Letter from the Ministry of National Economy, dated, Dec. 18, 1926.

² See Chapter VI on Higher Education.

³ Letter dated Dec. 2, 1926 from the principal of the school.

must have a certificate of graduation from a Hellenic school and must be between 14 and 20 years of age. Entrance examinations are held in September, the subjects being practical arithmetic, practical geometry, and Greek composition. The only expenses are a registration fee of 144 drachmas payable annually and the cost of books and draughting instruments; no tuition is charged. There are five courses offered, for foreman in surveying, machinist foreman, foreman in chemical manufacturing, mining foreman, and designer. The courses are all four years in length except that for designers, which is a three-year course. The faculty is composed of 16 professors and teachers and there are 174 students of whom 27 are girls.

There are also in the region of Athens and Piraeus 12 night schools maintained by business and manufacturing concerns for the instruction of their employees. They have a total of 48 teachers and 1,398 students. There are also a few philanthropic night schools for the industrial training of poor boys, of which those maintained by the Parnassus Society are the most important.

At the present time vocational education is being greatly stimulated by two important legacies that have recently been made available. One of them, provided in the will of M. Triani, is being used to start a school in Patras for instruction in manual arts and the manufacture of wines and spirits. The other legacy left by Basil Sivitanides¹ in 1917, amounting to one hundred million drachmas, is the basis for founding in Athens a great school of arts and trades. The administration of the school is entrusted to a committee of fifteen members of which the Metropolitan of Athens is chairman. The school constitutes an independent corporation under the supervision of the Ministry of National Economy. It is organized in seven departments and gives instruction in cutting, sewing and millinery, leather cutting, carpentry, metal working, sculpture and plastic arts, embroidery and knitting, masonry, house construction, machinists, chemical industry, the manufacture of wines and spirits, oil manufacture, baking, the manufacture of thread, cloth and carpets, and tanning. This school with its great financial resources will undoubtedly have a very significant influence on vocational education in Greece.

AGRICULTURE SCHOOLS

Agriculture education in Greece has been sadly neglected. In view of the fact that farming is the occupation of a great

¹ Official Gazette, July 7, 1926.

majority of the people and that agricultural methods are generally quite primitive,¹ it would seem that much greater emphasis should be placed on agricultural education.

In 1926 there were four agricultural schools under government operation, administered by the Ministry of Agriculture.² The lower agricultural school in Yannina is of elementary grade and provides a course in cheese-making. There are two teachers and 15 students in this school. Two agricultural schools of secondary grade are located in Patras and Larissa. Each school has on its teaching staff a director, four agriculturists, and five assistant agriculturists. Thirty-eight students are enrolled in the Larissa school and 26 in the in the school at Patras. In addition to the regular course, the agricultural school in Patras has a department of arboriculture.

In 1926-27 there were 14 agricultural schools, 10 public and four private; 5 secondary and 9 lower; taught by 55 teachers, 30 in public and 25 in private schools; 35 in secondary and 20 in lower schools.³ In 1928-29 there were 11 secondary agricultural schools with 29 teachers and 345 pupils.⁴ Under the recent Venizelos administration, numerous lower Sunday agricultural schools have been started in various parts of the country. Graduates of elementary schools are required to attend these Sunday schools for two years. Practical agricultural subjects are taught during four hours each Sunday and holiday. Public school teachers who have taken agricultural courses in special agricultural schools provide the instruction.

The secondary agricultural schools give a three-year course. The first semester extends from September 15th to January 30th and the second semester from February 1st to June 30th. During the summer the field work of the students continues. Students cannot get permission to leave the school, with the exception of students in the first year, and they cannot go in numbers exceeding half of the class. During the last year the classroom work closes at the end of April and the laboratory work and field occupations continue to the end of the school year.

The number of students to be admitted each year is determined by the Ministry of Agriculture on the recommendation

¹ Ross, Fry, and Sibley: *The Near East and American Philanthropy*, pages 119, 120. New York, Columbia University Press, 1929.

² Letter from the Ministry of Agriculture, dated December 27, 1926.

³ *Bulletin Mensuel de Statistique*, July 1929, p. 49.

⁴ *Ibid.*, September 1930, p. 47.

of the directors of the schools and is published in the Official Gazette and in the daily press not later than July. Applicants for admission must have completed seven years of instruction in the Greek public schools with a mark of not less than 6 (meaning "good") and with satisfactory conduct. They must be between the ages of 14 and 18 to be admitted as boarding students and between 14 and 23 to be admitted as day students. If there are more candidates than places available, preference is given to those best qualified on the basis of their school record. Other things being equal, preference is given to those coming from agricultural communities and to the sons of farmers. The final decision as to the admission of a student rest upon the action of a committee composed of the school director, the school physician, and another government doctor. This committee makes sure that the applicant qualifies in regard to health and physical strength.

There is no registration fee, but a tuition fee of 25 drachmas is charged each day student and a fee of 350 drachmas for board and tuition must be paid by each boarder. Each student is required to deposit 50 drachmas in the school treasury from which items may be drawn for the payment of damages done to school equipment or property.

An important part of the instruction of each student is in the practical aspects of farm work. During the school year four hours a day and during the summer five hours a day are spent in working on the school farm. In carrying on their farm occupations students work under the direct supervision of the teacher who is the specialist in that particular branch of agriculture and under the general direction of the superintendent of field work. A part of the practical training of students consists in visiting model farms in different parts of Greece.

The promotion and graduation of students is based on marks received in their oral and written tests throughout the year and the oral examinations at the end of the year. A written test is given every two months. The final oral examination covers the work of the entire year. A seven-step marking system is used: Excellent, 19 to 20; very good, 16 to 18.99; good, 13 to 15.99; passing, 12 to 12.99; unsatisfactory, 9 to 11.99; very unsatisfactory, 5 to 8.99; bad, 1 to 4.99. To pass a student must have an average of at least 12 in class work, practical work, and conduct.

A student who has been in the same class for two years without promotion is dropped from the school.

The schedule of subjects for the secondary agricultural schools follows:

Table XX

SCHEDULE OF SECONDARY AGRICULTURAL SCHOOLS

Subjects	Semester:	Classes					
		I		II		III	
		1st	2nd	1st	2nd	1st	2nd
Greek		2	2	..	..	..	..
Practical arithmetic		3	..	..	..	..	..
Geometry		2	..	..	..	..	..
Physics and meteorology		2	2	..	..	..	..
Botany		2	2	..	..	..	..
Zoology and entomology		2	1	..	..	..	..
Agricultural entomology	2	..	..
Experimental chemistry		3	2	..	..	..	..
Topography	3	..	..	..	..
Geology, soils, fertilizers	2	2	..	..
Animal husbandry		2	2	2	2	2	..
Animal breeding, horse shoeing	2	1
Dairying	2	1	..	..
Poultry raising	3
Agricultural industries	2	..	..	..
Viticulture	3	..	..
Wine-making	3	..	..	..
Apiculture	1	..	..
Sericulture	1	..	..
Arboriculture	2	2	2	..
Olive trees	2	..
Forestry	2
Horticulture, floriculture	3
Plant pathology	2	..
Mechanics	2	3	..	..	..
Hydraulics, house building	1	2
Political economy	2	..	..
Agricultural economics	2	3
Bookkeeping in agriculture and cooperatives	2	2
Agricultural laws	2
Agriculture	2	2	2	3	..
Total hours per week		18	18	18	18	18	18

In addition to the agricultural schools there are seven agricultural stations in different parts of Greece the purpose of which is to give practical instruction to the farmers of the region. There are also 17 nurseries for raising and distributing plants and an orchard nursery for the improvement of fruit trees.

The greatest educational need of Greece is for increased opportunities for agricultural education. There are only 345 pupils in the 11 agricultural schools of secondary grade compared with 4,505 pupils in the 41 public and recognized private commercial schools of secondary grade. Instruction in rural elementary schools of a type to interest pupils in rural life and problems and

to increase their appreciation of the rural environment, together with conscious educational and vocational guidance of elementary pupils, and the provision of agricultural schools in many localities, would aid in the solution of this problem.

The Ministry of Agriculture favors the introduction of agricultural lessons¹ in elementary schools in rural regions. This is not for the purpose of improving agriculture, but for the "Creation of an agricultural environment in which pupils in rural regions can move, think, and live. In this way an agricultural tradition will be developed in our country and consequently the danger of having the farmers flock to the cities will disappear. Sons of farmers will study and interest themselves in the improvement of agriculture and will study the lives of those who have worked for this purpose. They will have as examples men who have invented agricultural machinery, chemical fertilizers, and chemicals to fight plant diseases and those who have struggled and sacrificed for the improvement of the life of the peasants. Such teaching will strengthen the love for the land and for the vocation of the father because it will teach children that rural life is rich in noble opportunities and is able to provide a good future and a good career."

THEOLOGICAL SEMINARIES

There are 16 theological seminaries in Greece with a total of 90 teaching personnel and 1,079 students. The list of these schools is shown in Table XXI. The number of years in the courses offered ranges from one to five. It is expected that in time all of these schools will offer five-year courses corresponding to the five-year Gymnasium.

The most famous of these seminaries is the Rizarios Ecclesiastical School in Athens. It was founded in 1843 on the legacy of George Rizari of Epiros. Its five-year course provides for a classical and theological education; since 1918 a pedagogical course has been included. In the fifth year two courses are offered, one purely teacher training, the other theological and preparatory to the university. Students may get a diploma by taking either course. As a rule they get both, one after the other.

Applicants for admission must have a certificate showing completion of the third year of a Hellenic school. The 90 students represent every province of Greece; 40 students are on scholarships.

¹ Statement from the Ministry of Agriculture, December 1926.

The affairs of the school are under the direction of a council of ten life members, chosen from the most respected members of society and representing various provinces of Greece. They administer the property of the school and supervise its activities. They propose the appointment and dismissal of the teachers. They report to the Ministry of Education and Public Worship which has final authority in matters relating to the school.

Graduates of the school have taken a prominent place as priests, bishops, writers and university professors. The Razarios School has been taken as a model in organizing other theological seminaries in various parts of Greece.

The schedule of subjects of the theological seminaries follow:

Table XXI

MIDDLE THEOLOGICAL SEMINARIES IN GREECE

Place	Classes	Personnel	Students
1. Arta (Epirus)	4	9	97
2. Ioannina (Epirus)	1	3	20
3. Corfu	1	3	32
4. Corinth	2	5	77
5. Lamia (Pelopennesus)	3	6	161
6. Messolongui	2	5	87
7. Monastery of Pentelicon	2	5	46
8. Rizarios School (Athens)	5	11	90
9. Samos	4	9	65
10. Tripolis (Peloponnesus)	4	9	119
11. Chania (Crete)	3	6	113
12. Chalkis (Eubea)	1	2	20
13. Salonica	5	11	87
14. Sliveni (West Macedonia)	1	2	18
15. Serres (Macedonia)	1	2	22
16. Zavorda (Grevena South Macedonia)	1	2	25
Total		<hr/> 90	<hr/> 1079

Table XXII

SCHEDULE OF THE MIDDLE THEOLOGICAL SEMINARY

Lessons	Classes					Total
	I	II	III	IV	V	
1. Old Testament with explanatory notes. Historic passages of the New Testament ..	2					2
2. New Testament, Acts, Epistles	3					3
3. Catechism	2					2
4. Introduction and explanation of the Old Testament, criticism			3	2		5
5. Introduction and explanation of the New Testament, criticism			3	2		5
6. History of the Church				2	2	4
7. Dogmatics					3	3
8. Christian Ethics				2		2
9. Ecclesiastical Rhetoric				2	2	4
10. Liturgy					2	2
11. Church service					2	2
12. Canonical Law					2	2
13. Study of the Holy Fathers ..					3	3
14. Greek Language	9	9	7	7	6	38
15. Latin Language	3	2	2	1		8
16. French Language	3	3	3	3		12
17. History	2	2	2	2		8
18. Geography	2	2				4
19. Mathematics	3	3	2	2		10
20. Natural History, Agriculture	3	3	3	3	2	14
21. Pedagogy, psychology and logic			4			4
22. Pedagogical studies					14	14
23. How to teach				5		5
24. Ecclesiastical music and singing	4	3	3	3		13
25. Penmanship, drawing	3	2	1	1		7
26. Manual work	2	2	2	1		7
27. Gymnastics	3	3	3	3	3	15
Total	44	34	38	41	41	198

CHAPTER VI

HIGHER EDUCATION

There are seven government institutions of higher education in Greece, the National and Capodistrian University of Athens, the Polytechnic School in Athens, the Highest School of Economics and Commercial Sciences, the Highest Forestry School, the Highest Agricultural School, and the Military Academy, all located in Athens, and the University of Salonica.

THE UNIVERSITY OF ATHENS

The University of Athens was founded in 1837 by King Otho and was called the University of Otho. After his exile it was renamed the National University. In 1911 three of the faculties were named the Capodistrian University after Capodistrias, the first ruler of liberated Greece. The full title of the university now is The National and Capodistrian University of Athens.

The university consists of five faculties, Theology, Law, Medicine, Philosophy, and Physics-Mathematics. All give four-year courses except the Faculty of Medicine which offers a six-year course. There are ninety-four chairs of professorial rank of which seventy-four are filled at present.¹ In addition there are thirty-four chairs of adjunct and associate professors of which twelve are filled. There are fourteen professors who have been retired because of an age limit regulation; they enjoy the privilege of teaching if they wish to do so. There are twelve lecturers also. Seventeen chairs are provided in the Faculty of Theology, 28 in Law, 35 in Medicine, 26 in Philosophy, and 22 in Physics and Mathematics. Table XXIII shows the classification of the instructional staff in 1929-30, according to faculty and professorial rank.

Table XXIII

UNIVERSITY OF ATHENS

CLASSIFICATION OF INSTRUCTIONAL STAFF¹

Faculty	Honorary Professors	Regular Professors	Adjunct Professors	Lecturers	Total
Theology	3	7	2	1	13
Law	3	12	2	2	19
Medicine	3	23	6	9	41
Philosophy	5	17			22
Physics and Mathematics		15	2		17
Total	14	74	12	12	112

¹ Minerva Jahrbuch der Gelehrten Welt, 1930, pp. 79, 80.

ENROLLMENT

The University of Athens is one of the large universities of the world, having an enrollment of 14,693¹ students, of whom 849¹ are women. In the ten years from 1914-15 to 1924-25 the enrollment increased from about 3,000 to 13,573, an increase of about 350 per cent. This is especially remarkable since Greece was at war most of the time between 1912 and 1922. There is a disproportionate number of students in the Faculty of Law, about 48% in 1924-25 and 40% in 1925-26. The rank of the schools in order of popularity with the men students in 1924-25 was Law, Medicine, Physics-Mathematics,² Philosophy, Dentistry, and Theology. In 1925-26 the Faculty of Physics-Mathematics ranked second in enrollment and the Faculty of Medicine third. The course in greatest demand among women students in 1924-25 was Physics-Mathematics due to the large number in the Pharmacy Section; the other courses in order of enrollment were Philosophy, Medicine, Dentistry, Law, and Theology. In 1925-26 the rank of the Faculties in order of the number of women enrolled was Philosophy, Physics-Mathematics, Dentistry, Medicine, Law, and Theology. About three-fourths of all the students are enrolled in the three Faculties of Law, Philosophy, and Medicine. The following table gives the number of students enrolled under each of the Faculties in 1924-25 and 1925-26.

Table XXIV

UNIVERSITY OF ATHENS

NUMBER OF STUDENTS BY FACULTIES

Faculty	1924-25			1925-26		
	Men	Women	Total	Men	Women	Total
Law	6,534	74	6,608	5,854	119	5,973
Medicine	2,614	131	2,745	2,292	125	2,417
Physics-						
Mathematics	1,714	167	1,881	2,515	188	2,703
Physics	223	3	226	493	12	505
Mathematics	497	7	504	821	16	837
Chemistry	384	12	396	403	12	415
Pharmacy	610	145	755	798	148	946
Philosophy	1,525	163	1,688	2,254	247	2,501
Theology	257	6	265	380	7	387
School of Dentistry	269	119	388	549	163	712
Totals	12,915	660	13,575	13,844	849	14,693

¹ 1925-26.² This faculty includes physics, mathematics, chemistry, and pharmacy.

DEGREES

The degrees conferred are, Licentiate in Theology, Master of Philosophy, and Doctor of Philosophy, Law, or Medicine. The examinations are both oral and written. If a student fails, he may present himself again for examination after the lapse of a year. Not much importance is attached to the written dissertation.

The number of freshman students entering the different faculties of the university during successive years gives some indication of the trend of student demand for the courses offered. In 1925-26 as compared with the previous year there was a falling off in law and medicine and an increase in philosophy, science-mathematics, dentistry and theology. The enrollment of first year students under the different faculties in 1924-25 and 1925-26 is shown in the following table.

Table XXV

UNIVERSITY OF ATHENS

NUMBER OF FIRST YEAR STUDENTS BY FACULTIES

Faculty	1924-25			1925-26		
	Men	Women	Total	Men	Women	Total
Law	1,505	18	1,523	1,315	42	1,357
Medicine	526	18	545	453	34	487
Physics—						
Mathematics	476	23	499	704	51	755
Physics	81	....	81	221	10	231
Mathematics	213	....	213	310	5	315
Chemistry	21	....	21	16	3	19
Pharmacy	161	23	184	157	33	190
Philosophy	375	61	436	587	83	670
Theology	74	1	75	118	1	119
School of Dentistry..	82	24	106	162	55	217
Total	3,038	146	3,184	3,339	266	3,605

The number of students has decreased greatly in recent years, no doubt due partly to the new entrance requirements put into effect in the Fall of 1926.¹ In 1927-28, there were 6,399 students² and in 1929-30 there was a still further reduction in numbers, 4,371 students being enrolled.³

¹ See page 94.

² Index Generalis, 1930-31, pages 163-4. Paris 1930.

³ Minerva Jahrbuch der Gelehrten Welt, pp. 79-80. Berlin, 1930.

The number of students who graduated from the different schools of the University of Athens in 1925 is shown in the following table.

Table XXVI

UNIVERSITY OF ATHENS

NUMBER OF GRADUATES BY FACULTIES

Faculty	Men	Women	Total
Law	706	9	715
Medicine	220	9	229
Physics-Mathematics	210	14	224
Physics	29	3	32
Mathematics	19	2	21
Chemistry	83	--	83
Pharmacy	79	9	88
Philosophy	72	9	81
Theology	27	--	27
School of Dentistry	48	24	72
Totals	<u>1,283</u>	<u>65</u>	<u>1,348</u>

STUDENT LIFE

There are few student organizations except such as draw together students who came from the same locality. Although a law passed in 1899 provided a gymnasium especially for the use of university students, there is but little emphasis placed on athletics. No contests are held between institutions and only a few of an intramural nature.

SCHOLARSHIPS

Six scholarships are offered under each faculty for students who have made an outstanding record during their first year. They provide a monthly stipend of 500 drachmas for four years. There are also two scholarships provided for graduate work in Europe or America for graduates who have shown extraordinary ability in their university studies. In addition to these thirty-two scholarships which are paid from the university funds, there are forty scholarships provided by bequests and donations.

FEES

The tuition fee in law, medicine, chemistry, physics, mathematics, pharmacy and dentistry is 1500 drachmas annually; the fee for annual examinations is 300 drachmas, and the diploma examination fee is 1000 drachmas. In philosophy and theology the fees are 800, 150, and 500 drachmas, respectively.

ENTRANCE REQUIREMENTS

Until the Fall of 1926 the possession of a diploma from a public classical Gymnasium satisfied the entrance requirement of all the faculties and the diploma of a science Gymnasium admitted to the Faculties of Medicine and of Physics-Mathematics. The diploma of the Rizarios Ecclesiastical Seminary admitted only to the Faculty of Theology. Beginning with the Fall of 1926 admission to all of the faculties was on the basis of entrance examinations.¹ For the Faculty of Theology the examinations consist of a Greek composition, a test in ancient Greek, and translation into modern Greek, a written test in Latin and translation into modern Greek, and the Catechism; for the Faculty of Law, a composition in modern Greek, a written test in Latin and translation into modern Greek, and general history; for the Faculty of Medicine or Dentistry, a composition in modern Greek, physics, and chemistry; for the Faculty of philosophy, a Greek composition, a test in ancient Greek and translation into modern Greek, a written test in Latin and translation into modern Greek, and history; for the Faculty of Mathematics and Physics, a Greek composition, mathematics, and physics; for Chemistry or Pharmacy, a Greek composition and examinations in mathematics and chemistry. The examinations are to be held in the university halls during the first ten days of October by three committees composed of professors of theology, philosophy, and of the Faculty of Physics and Mathematics, presided over by the senior professors. Between the 15th and the 25th of September, each applicant for examination must bring to the university the certificate of the school from which he graduated and indicate the faculty of the university he wishes to enter. On the certificate must be shown his photograph stamped with the seal of the school from which he graduated. The examination fee is 200 drachmas, half of which is paid to the members of the examining committee.

INSTRUCTION AND EXAMINATIONS

The method of instruction in the university has followed the pattern of German universities. After matriculation a student was free, until 1925, to attend lectures or not as he chose until he enrolled in a seminar, when he was held to more definitely prescribed work and results. Examinations were held when he became a candidate for a degree. A presidential decree² signed

¹ Presidential decree signed September 20, 1926, Official Gazette page 2546.

² Official Gazette No. 378, November 29, 1925.

November 5, 1925 provided that students in the Faculty of Philosophy should take certain required courses and seminars and appear for prescribed examinations at the end of each year. The required courses for the first year are, ancient Greek poets and writers, four hours a week; Latin poets and writers, three hours; ancient history of Greece, four hours; public and private life of Byzantine times, two hours; historical geography, three hours; mediaeval and modern Greek literature, three hours; philosophy, four hours; one hour of seminar for each of these subjects, seven hours; total thirty hours. In the second year the prescribed courses are, ancient Greek poets and writers, evidences of criticism, four hours; Latin poets and writers, four hours; history of Byzantine times, three hours; Byzantine art, three hours; comparative philology, three hours; philosophy, four hours; public and private life of ancient Greece, two hours; one hour of seminar in each subject, seven hours; total thirty hours. The required courses for the third year are, ancient Greek poets and writers, history of ancient Greek literature, four hours; Latin poets and writers, history of Roman literature, four hours; history of mediaeval and modern times, four hours; archaeology, four hours; history of philosophy, four hours; pedagogy, four hours; one hour of seminar in each subject, six hours; total thirty hours. For the fourth year the required courses are, ancient Greek poets and writers, history of ancient Greek literature, parsing, meter, four hours; Latin poets and writers, history of Roman literature, four hours; history of modern times, four hours; archaeology, four hours; history of philosophy, three hours; pedagogy, three hours; one hour of seminar in each subject, six hours; one hour of seminar in the public and private life of Byzantine times; one hour of seminar for the study of the public and private life of ancient Greece; total thirty hours.

Examinations are required in all of the first year subjects except Latin poets and writers, in all of the second year subjects except philosophy, and in all of the third year subjects. The examinations in Greek and Latin are both written and oral; in the other subjects only oral. The diploma examinations at the end of the fourth year are both written and oral. Examinations in Greek and Latin are written; if the candidate passes these two tests, he is accepted for oral examinations in the other subjects. The required examinations are, Greek poets and writers, Latin poets and writers, philosophy, history of Greece, and history of art. The candidate is permitted to select three of the following subjects for final examinations, history of philosophy, history of mediaeval and modern times, Byzantine art, epigraphy, comparative philology, public and private life of ancient Greece,

public and private life of Byzantine times, historical geography, and mediaeval and modern Greek literature. All professors who are present at the oral examinations may ask questions of the candidate and mark him according to their judgment, even though he did not select a subject from their own department.

Students in the Department of Physics and Mathematics of the Faculty and Physics and Mathematics, who are candidates for a professional pedagogical certificate,¹ are required during their second and third years to attend for two hours a week the courses taught by the professors of pedagogy in pedagogy, general and special methods of teaching, and child psychology, and to attend pedagogical experiments one hour a week. The examinations, which are oral, cover all the material of the subjects taught.

BALANCE SHEET

The balance sheet of the university for 1924-25 follows.

BALANCE SHEET OF THE UNIVERSITY OF ATHENS

Receipts	Drachmas
Income from shares	920,050
Income from securities and bonds	1,794,923
Interest on bank balances	631
Revenue from real estate	1,015,433
Fees for tuition, examinations, certificates	7,383,000
Sundry receipts	316,500
Sundry credit accounts	507,000
State contribution	9,617,867
Total receipts	21,555,404
Disbursements	
Salaries of professors	13,086,083
Salaries of other personnel	4,057,671
Remuneration for examiners	787,000
Scholarships	386,080
Maintenance of buildings	403,200
Equipment	497,200
Maintenance of laboratories, clinics, museums	1,559,600
Unforeseen accounts	181,300
Sundry debit accounts	597,271
Total disbursements	21,555,404

Balance Sheet of Special Funds

Receipts	
Legacies and gifts	2,883,342
Disbursements	
For hospitals, clinics, scholarships, publications, prize competitions	2,368,018

¹ Presidential decree of April 21, 1926, Official Gazette, No. 146, May 8, 1926.

The balance sheet for 1927-28¹ showed an income of 25,915,981.45 drachmas and an expenditure of 25,110,172.60 drachmas. In 1929-30², the expenditure of the university amounted to 37,928,054.85 drachmas.

ADMINISTRATION

The university governs itself and administers its own affairs under the general authority of the Ministry of Education. The rector, who is the head of the university, and the deans of the several faculties, are elected by the professors for a term of one year. The senate of the university is composed of the rector, the rector of the previous year, the deans, and one other elected representative from each of the faculties. It is the highest governing authority in the university.

The first professors were appointed by royal decree and this method of appointment continued until 1882. Since then each faculty has proposed candidates to fill vacancies. The Minister of Education may appoint or reject them, but he cannot initiate action.



THE POLYTECHNIC SCHOOL

The Metsovian Polytechnic School in Athens is of college grade. It was established by royal decree³ on December 31, 1836. It gave at first only instruction in elementary mathematics, architecture, and drawing, on Sundays and holidays.⁴ In 1843 it was reorganized into three departments, trades, industries, and fine arts. The fine arts department gradually dominated the institution. It was again reorganized in 1863 with three departments, applied arts, fine arts, and a practical school in which instruction was given on Sundays. In 1888 the school was raised to college level.⁵ Women have been admitted as students since 1893. The school draws its name from the village of Metsovo in Epirus, the home of three of its benefactors, Stournaris, Tossitzas, and Averoff. It has had many generous benefactors and owned in 1923 property valued at 10,030,355 drachmas.

¹ Index Generalis, 1930-31, pp. 163-4. Paris, 1930.

² Minerva Jahrbuch der Gelehrten Welt, 1930, pp. 79, 80.

³ Quinn, *Op. cit.*, pp. 324, 325.

⁴ Chassiotis, *Op. cit.*, pp. 325, 326.

⁵ Dürr, *Op. cit.*, p. 80.

ADMINISTRATION

The Polytechnic School is under the Ministry of Communications and is administered by a director appointed by the Minister. The balance sheet for 1923-24 showed an expenditure of 2,271,500 drachmas. The faculty is composed of 31 professors and 9 assistant professors.⁴ There are also 3 teachers of freehand and topographical drawing.

ORGANIZATION

The school is organized at present in two main divisions, engineering and architecture, and fine arts. The former has five departments, civil engineering, electro-mechanical engineering, chemical engineering, architecture, and surveying. All of the courses are for four years except surveying, which is a two year course. A one-year preparatory course is a prerequisite for all of these courses.

ENTRANCE REQUIREMENTS

Graduates of classical or scientific Gymnasia are admitted to the preparatory course after passing entrance examinations in mathematics and physics. Graduates of the Faculty of Physics and Mathematics of the university who pass an examination in the work of the first two years, are admitted to the third year of the chemical engineering course.

STUDENTS

The number of students enrolled and the number of graduates from 1914-15 to 1923 is shown in the following table.

Table XXVII

THE METSOVIAN POLYTECHNIC SCHOOL
NUMBER OF STUDENTS AND GRADUATES, 1914-1923

Year	Students	Graduates
1914-15	138	23
1915-16	144	22
1916-17	139	25
1917-18	191	34
1918-19	363	41
1919-20	388	50
1920-21	373	87
1921-22	354	19
1922-23	349	27

⁴ 1929-30. *Minerva Jahrbuch der Gelehrten Welt*, 1930, pp. 79-80.

SCHOLARSHIPS

Eighteen scholarships are provided for students or to enable graduates to continue their study in Europe or America. There are also several prizes offered for essays written by students. The money for prizes and scholarships is provided by legacies. In 1923-24, 21,500 drachmas was spent for scholarships.

The classification of students in the different departments and years of the Polytechnic School for the year 1925-26 is shown in the following table.

Table XXVIII

CLASSIFICATION OF STUDENTS IN THE POLYTECHNIC SCHOOL

Years	Electro-				Surveyors	Total
	Civil Engineers	Mechanical Engineers	Chemical Engineers	Architects		
A	47	13	11	5	....	76
B	34	12	7	6	15	82
C	43	14	15	10	....	82
D	48	17	8	15	....	88
Total	172	56	41	36	15	320
Preparatory Class						97
Total enrollment ..						417

In 1929-30, there were 460 students enrolled.¹

SCHOOL OF FINE ARTS

The School of Fine Arts, which is located near the Polytechnic School, has two departments, the preparatory course which is of secondary grade, and the regular course of college grade. In 1930-31 there were 13 professors and 151 students in the higher course, 79 men and 72 women.¹

The preparatory course offers three years of instruction. Students may enter this course after finishing the second year of a four-year Gymnasium. Its graduates are given a certificate which entitles them to become teachers of drawing and penmanship in the public schools or to be employed in government and other offices in designing, pattern drawing, decorating and similar occupations.

¹ Index Generalis, 1930-31, pp. 163-4.

² Bulletin Mensuel de Statistique, Nov. 1930, p. 58.

After graduating from the preparatory course, students may enter the regular course in which they are required to specialize in one of the two branches taught, painting or sculpture. Each of these is a four-year course.

The Art School also offers opportunity to ambitious students who would otherwise not have an opportunity to study art by providing a free class on Sunday morning. There are no entrance requirements and no expenses except for the student's own art materials. More than 160 students are enrolled in this class. They are mostly artisans and skilled workman, although there are many young men and women who are apparently from the Gymnasia of Athens.

THE UNIVERSITY OF SALONICA

Plans have been developing for several years for the founding of a new university to be located in Salonica in northern Greece and several presidential decrees have been issued on this subject. The Faculty of Philosophy¹ of the university began giving instruction in November 1926, with a staff of twelve professors and an enrollment of 80 students. In 1927-28 there were 20 professors and 92 students.² The Faculty of Law and Political Science and the Faculty of Natural Science and Mathematics were organized in 1928. In 1929-30 the number of students had increased to about 500. The fees charged are 500 drachmas each semester. The property of the university is valued at about 12,000,000 drachmas. The income for the year was about 26,000,000 drachmas and the expenditures about 30,000,000 drachmas. There is a reserve fund of 21,000,000 drachmas. The number of professors under the different faculties is shown in Table XXIX.

Table XXIX

UNIVERSITY OF SALONICA				
CLASSIFICATION OF INSTRUCTIONAL STAFF ²				
Faculty	Honorary Professors	Regular Professors	Adjunct Professors	Total
Philosophy	2	5	....	7
Law and Political Science .....	..	5	13	18
Natural Science and Mathematics .....	..	11	2	13
Total	2	21	15	38

¹ Sakellariou, G.: Greece in the Educational Yearbook, 1926, of the International Institute of Teachers College, Columbia University. Edited by Professor I. L. Kandel. New York, The Macmillan Co., 1927.

² Minerva Jahrbuch der Gelehrten Welt, 1930, pp. 2735-6.

ORGANIZATION

The organization of the faculties of the University of Salonica is indicated in a presidential decree signed October 7, 1926.¹ The following diplomas and professorships are provided. For the diploma of philosophy and pedagogy, professorships are provided in history of philosophy, philosophy, and pedagogy; for the diploma of classical philology, professorships in classical philology, glossology, and archaeology; for the diploma of Byzantine and modern Greek literature, professorships in Byzantine literature, modern Greek literature, public and private life of Byzantine Hellenism, and glossology; for the diploma of history, professorships in ancient history, Byzantine and general history of the same epoch, general history of modern times, modern Greek history, history and literature of the Hebrews and other Semitic races, and religion of the ancient Greeks and their private life and folklore; for the diploma of archaeology, professorships in the history of ancient art, history of Byzantine art, and history of modern art. Professorships are also provided in French language and literature, English language and literature, German language and literature, Italian language and literature, Balkan languages and their literature, and Turkish and Arabic and their literature. Adjunct professorships are provided in psychology, history of philosophy, classical philology, history of modern times, history of the Balkan Peninsula, history of Mohammedanism, papyrology and palaeography, Byzantine literature, history of ancient art, history and art of ancient oriental races, and the language and literature of France, Germany, Italy, Albania, Roumania, and of the Slavic races in the Balkan Peninsula.

The provision for courses in the modern languages in the University of Salonica is a contrast from the absence of such courses in the University of Athens.

AGRICULTURAL INSTITUTE

An important aspect of the plans for the University of Salonica is the Agricultural Institute, which was established by a presidential decree signed on June 12, 1926.² Its purpose is scientific investigation of subjects relating to agricultural production in Greece, the collection of scientific conclusions, and their application by the department of the government concerned. The director of the Institute is appointed by the Minister of Education.

¹Official Gazette, 1926, p. 2843.

² Official Gazette, No. 201, p. 1628, June 17, 1926.

The director and the heads of departments form the administrative council which determines the regulations of the Institute and administers its affairs. There are six departments in the Institute, the Department for the Improvement of the Cultivated Plants of Greece, the Tobacco Department, the Department of Agricultural Entomology, the Department of Sericulture, the Department of Plant Pathology, and the Department of Zoology. For each department, one professor, two curators, and a messenger are appointed. Agricultural land is provided where experiments may be carried on.

The Agricultural Institute should help to fill one of the most serious educational needs of Greece, the further extension of agricultural education.

HIGHEST AGRICULTURAL SCHOOL

The statistics of 1922 indicate¹ that 46.98% of the income of Greece comes from agriculture and 20% from live stock, a formidable total of 66.98%; moreover, 88.90% of the exports are agricultural and animal products. These figures give some indication of the importance of agriculture to Greece. On the other hand, although 75% of the people live in rural regions, the country does not raise enough food for its own use; less than half of the flour consumed is from wheat raised in the country. There is much room for improvement in the methods employed in agriculture and animal husbandry.

Two institutions of higher learning, the Highest Agricultural School and the Highest Forestry School, both under the Ministry of Agriculture, are dealing with problems of agriculture and the conservation of the soil. The aim of the agricultural school is not only the training of practical farmers and personnel for the public service, but also to enlist the interest of leading farmers, financiers and others in the development of agricultural science adapted to the needs of Greece. Even though it might be less expensive to send young men abroad on scholarships to study agriculture, it will be of greater value to the country for them to study at home where the economic, social, soil, climatic and biological conditions are taken into account in the development of agricultural science.¹

The Highest Agricultural School² was started in January 1920 and is located in the Botanical Gardens in Athens. It maintains

¹ Information from the Ministry of Agriculture, March 5, 1927.

² Letter from the Director, dated December 13, 1926.

a stock-farm, orchards, and farms where various crops are grown. A laboratory has recently been built for instruction in wine-making and fermentation.

The director of the school is appointed by the Minister of Agricultural. There are five professors and fourteen adjunct professors on the staff. The total number of personnel in 1930-31 was 56, including 8 in administration, 27 teachers, and 21 technical workers. The annual budget is 1,800,000 drachmas.

STUDENTS

Since its beginning, the school has enrolled 219 students of whom 67 have graduated. It has 168 students at the present time (1930-31). The number of students to be admitted each year is determined by the Ministry of Agriculture.

ENTRANCE REQUIREMENTS

Admission to the school is by entrance examinations. To be eligible for the examination a student must have a certificate from a classical or scientific Gymnasium, a diploma from a normal school or commercial school, or from a foreign school of equal rank.

FEEs, SCHOLARSHIPS

The only fee is an annual registration fee of 500 drachmas.

Scholarships are provided for the ten best students in each class up to and including the third year; 250 drachmas is paid to each of the first five and 125 drachmas to each of the others.

COURSE OF STUDY

A course of four years is offered. The first three years are spent on theoretical courses and the fourth year in practical work on the school property or other public or private lands.

It is regrettable that a larger number of young men have not taken advantage of the opportunities afforded by this agricultural school. An important problem of Greek education is how to interest more of the youth in agriculture as a vocation. The suggestions made in connection with the discussion of secondary agricultural schools, hold good here also.

HIGHEST FORESTRY SCHOOL

The Highest Forestry School in Athens was started in 1917.¹

¹ Letter from the Director dated December 1, 1926.

To it belong the Institute of Forestry Research, the Forestry Museum, the forestry garden, and certain public forests. The purpose of the institution is to provide theoretical and practical education for its students, train scientists for the higher personnel in the public forestry service, develop the science of forestry in Greece, and improve the national forests. In rank it is equal to the National and Capodistrian University of Athens.

ADMINISTRATION

The school is under the Ministry of Agriculture. It is a legal corporation¹ and is administered by its director and school council. There are 18 professors, two teachers, and four assistants on the staff. The teaching load of professors is at least seven hours a week including laboratory work, but not including excursions, and that of teachers is 15 hours a week.

COURSES

A four-year course is offered for a diploma or the degree of Doctor of Forestry. The school year is from October 1st to June 20th, the first semester ending January 31st. The courses provided for by professorships are, forestry and forest lands, care and protection of forests, measuring of timber and forest evaluation, forestry policy and management, botany, physics, chemistry, zoology, geology, meteorology and climatology, chemistry of soil, mathematics and mechanics, hydraulics and the control of torrents, topography, road construction and transportation, political economy, forestry laws, agriculture, and technical mechanics. Courses are offered also in two foreign languages, artistic calligraphy, mechanical drawing, and freehand lettering.

DEGREE, DIPLOMA, CERTIFICATE

The degree of Doctor of Forestry is granted to a person who has the diploma of the Highest Forestry School or of any other recognized school of equal rank, has written an essay approved in a written report by the professor especially appointed and by the school council, has published this thesis, and has sustained it before the council of the school. The diploma is given after completion of the four-year course and a satisfactory diploma examination. The school gives a certificate of attendance also to listeners and students who have not completed the course.

¹ Official Gazette, No. 259, p. 1973, July 31, 1926.

EXAMINATIONS

The examinations given are, entrance examinations, semester examinations, annual promotional examinations at the end of each of the first three years, and the examinations for diploma or degree. The examinations are either oral or written or both.

The marks indicating degree of success in the examinations are given with numbers from 0 up to 10. The lowest mark for promotion is 5.

A student who fails in more than two subjects at the end of the year must repeat the work of the year. If he fails in two subjects he may be re-examined in them in September, when if he fails in either of them, he must repeat the year's work.

ENTRANCE REQUIREMENTS

Applicants for entrance examinations must present a certificate of graduation from a Gymnasium. Examinations are in composition, algebra, geometry, trigonometry and experimental physics. Twelve students are admitted annually to the beginning class, but this number may be increased by the Ministry of Agriculture.

FEES, SCHOLARSHIPS

A fee of 200 drachmas is payable semi-annually.

Scholarships to the amount of 2000 drachmas monthly are available for each class.

Each year five of the graduates of the school who have served at least two years in the national forestry service may be sent abroad for from six to twelve months of practical education in a foreign forestry administration. They receive their regular salary, daily allowances, and travelling expenses as chief foresters serving in Greece.

STUDENTS

There are 11 students in the first year, 7 in the second, 6 in the third, and 20 in the fourth year class, a total of 44 students enrolled in the institution.

HIGHEST SCHOOL OF ECONOMICS AND COMMERCIAL SCIENCES

The Highest School of Economics and Commercial Sciences¹

¹ Letter from the Director dated November 22, 1926. Letter from the Head of the Department in the Ministry of National Economy dated December 18, 1926. Official Gazette No. 156, p. 1169, May 17, 1926.

in Athens was started in 1920. It is equal to the National and Capodistrian University of Athens and its graduates may be employed in public positions for which the qualifications prescribed are the diploma of the Faculty of Law or the School of Political Sciences in the National University. The aim of the school is to educate scientists in the higher theoretical and applied economic and commercial subjects.

ADMINISTRATION

The school is a legal corporation under the general direction of the Ministry of National Economy. It is administered by the Director and the School Council. The director is elected by the regular professors for a term of one year. He presides at the meetings of the council and reports to the Minister the actions of the council.

TEACHING STAFF

There are 13 professorial chairs provided, 6 adjunct professorships, and one teacher. The regular and adjunct professors teach at least five hours a week, including the seminars; teachers of accounting teach six hours a week and have six hours of seminars; and teachers of foreign languages teach eighteen hours a week.

The age of retirement for professors is sixty-five.

COURSES

A three-year course is offered for the diploma of the school. There is also a one-year course leading to the diploma of Professor in Secondary Commercial Schools. The school year is from October 1st to June 10th; the first semester closes January 31st. Actual instruction begins October 10th and ends on May 20th. Professorships are provided in political economy, economic geography, applied economics of commerce, industry and communication, mathematics of economics, general mathematics, commercial law, civil law, public law, chemistry and commercial products, and accounting. Three adjunct professorships are provided each for French and English, and one chair of teacher of shorthand.

DEGREE, DIPLOMAS, CERTIFICATE

The degree of Doctor of Economics and Commercial Sciences is awarded to a graduate of this school or of another educational institution of equal rank who has written a thesis in Greek which has been approved by the school council on the written recommen-

dation of a professor, has published this thesis and has sustained it before the council of the school.

The diploma of Economics and Commercial Sciences is conferred on graduates of the school who have passed the final examinations. There are also diplomas of Professor of Economics and Commercial Sciences, Professor of Economic Mathematics, Professor of Foreign Languages, Professor of Commercial Products, Physics and Geography, and Professor of Shorthand, Typing and Penmanship.

A certificate is given to listeners and to students who have not completed the requirements for the diploma.

ENTRANCE REQUIREMENTS

Candidates for entrance examinations must present a certificate from a classical or scientific Gymnasium, a secondary commercial school, or a recognized Gymnasium in a foreign country. The entrance examinations are in Greek composition, algebra and arithmetic, experimental physics, political geography, and French.

People who are at least twenty-seven years of age and have a written permission from a professor, may be registered as listeners.

TUITION

An annual fee of 1040 drachmas is payable in two installments, in October and February.

STUDENTS

There were 350 students enrolled in the school in 1926-27, and 461 in 1928-29.

NEED FOR VOCATIONAL GUIDANCE

In comparing the enrollment in the University of Athens with that in the Polytechnic School, the Agricultural College, and the Forestry College, one is struck with the great disproportion of young people who are preparing for the legal and medical professions. The number of men studying in the Faculty of Law in 1926 was 5,854 and 2,292 men were enrolled in the Faculty of Medicine as compared with 320 in all of the professional courses of the Polytechnic School, 56 in the Agricultural College, and 44 in the College of Forestry. There is great need throughout Greece and the Near East for men skilled in the professions taught in

the Polytechnic School, especially in the various branches of engineering, and for agricultural experts.

Some means should be provided to attract more young men to train themselves for these vocations. Additional scholarships, a greater difference in tuition fees, and a program of publicity that would make known the opportunities offered in these professions, would no doubt have some influence. A course in vocational guidance in the Gymnasium, especially in its last year, might accomplish a great deal in leading young people into the less crowded professions.

Chapter VII

SUMMARY AND CONCLUSIONS

There are many points of special interest in Greek education. The influence of the French system of schools and of administration can be observed. Courses of study have been worked out in detail and are adhered to closely in teaching. Although the burden of the national debt and of defense is heavy, the proportion of the national expenditure spent for education has increased in recent years.

There is wide-spread and genuine appreciation of education in Greece. Schools and enrollment have been increasing rapidly in number in recent years. This is due primarily to the addition of great areas and of large populations to Greece as a result of the Balkan Wars, the World War, the Smyrna disaster, and the Treaty of Lausanne. In spite of a rigorous compulsory attendance law and of a great increase in the number of schools and of pupils, however, a considerable proportion of the children of elementary school age are not enrolled in schools. The illiteracy rate is still high, but is gradually decreasing.

Administration of education is scattered among at least five of the national ministries. Concentration of the educational functions of the national government in the Ministry of Education would seem to be a move in the direction of economy and efficiency. The function of the Ministry of Education is primarily educational, whereas the other ministries have some other primary function. Better distribution of educational opportunities of various types into all parts of the country could be effected and overlapping avoided. The tendency to concentrate educational functions in one ministry may be observed in France and elsewhere.

Control over most of the schools is centered in the Ministry of Education. With wise and informed leadership, centralized control should be advantageous for the schools. On the other hand, opportunity for the expression of local interest and initiative gives parents and public the feeling that the schools are theirs and exist to promote the welfare of their children and of the community. The local school committee and the local school corporation are steps in the direction of decentralization. The present tendency in Greece seems to be wholesome. A similar tendency may be noticed in France.

What should be the primary function of supervisory officers? Should it be to inspect the teachers to see if they are following regulations, or should it be to stimulate and aid teachers to teach better? If the latter aim be accepted, a much closer contact than one or two inspectorial visits a year will be necessary. Supervisor and teacher must work together in a spirit of cooperative helpfulness toward the solution of the teacher's problems.

Textbook control is very rigorous. While realizing the importance of preventing subversive ideas from getting a foothold in the school, it is believed that greater freedom in the preparation of textbooks would be an asset. The financial outlay necessary to submit a book for approval must be discouraging to textbook writers.

Enlightened provision is made for the care of teachers by means of pensions and sickness benefits.

School buildings are frequently very crowded and are sometimes unsanitary. About a thousand new buildings have recently been constructed or are being completed by the cooperative effort of the national government and local school corporations. In planning new buildings, it would be very advantageous to select sites sufficiently large to provide for playgrounds.

Health and sanitation are of such fundamental importance that they should be given a prominent place in the school program, especially in the elementary grades. They are entitled to time of their own in the schedule. Sanitary conditions in the school should be so wholesome as to serve as a model for the children. Cleanliness and proper ventilation are minimum essentials.

Secondary education is predominantly classical. There is need of differentiation in the educational offering to meet the varied needs and interests of youth. Is the study of Latin preferable in Greek secondary schools to the study of a second modern language? Greek children have rich acquaintance with classical culture through study of ancient Greek language, literature, and civilization. Modern languages are valuable in Greece, vocationally, socially, and culturally. It is a question of relative values. The possibility of electing a second modern language in place of Latin would make the course more flexible.

The language problem in Greece is by no means new. How much time should be given to ancient Greek in the schools? It is believed that the every-day language of cultured Greeks should be the language of the school and that study of the Greek of the

Gospels and of ancient literature should be reserved for secondary and higher education.

There is a high percentage of non-promotion in secondary schools of all types. From 60 to 70 per cent of the boys are promoted and from 65 to 81 per cent of the girls. Is this condition justifiable? It may indicate the need of studying curricula, courses of study, teaching methods, and methods of examination. Is the school for the pupils or are the pupils to be molded into a form fixed by the school?

Methods of instruction are formal and aim primarily to have pupils learn prescribed subject matter. If pupils are to learn to work and live cooperatively and to solve the problems they will meet in life outside of school, there must be more freedom in the classroom and more opportunities for pupils to exercise initiative and creative effort. The tendency found in many parts of the world to develop activity programs suited to the interests and needs of children, helps to bring more of zestful living into the school. Greater freedom for superior teachers, exchange among teachers of ideas and of the results of different kinds of classroom procedure, and publicity that will interest parents and secure their support, are suggestive approaches toward improvement in teaching. Changes in classroom procedure should be made slowly and experimentally. The welfare of the pupil both while in school and in life outside of school should be taken frankly as the basic criterion for deciding questions of content and method. It will very seldom if ever conflict with the welfare of society.

Extension of opportunities for vocational education at the secondary school level, is the greatest need of Greek education. This is true of education for trades and industry and particularly true of training in modern agricultural methods. The great Sivitanides foundation that has become available recently, will do a great deal to provide opportunities in trade and industrial training. The more serious need for increased opportunities in agricultural education is beginning to be met through an increase in the number of agricultural schools. Vocational guidance which will help pupils to appreciate more the opportunities offered by an agricultural education and by farming as a vocation, a program of constructive publicity in newspapers, and a further increase in the number of secondary agricultural schools, should help in the solution of this problem.

The enrollment in institutions of higher learning shows that professional training is predominantly for the legal profession. The number enrolled in engineering and agricultural courses is

small compared with the number studying law and medicine. A course in the study of vocations and vocational guidance in secondary schools may lead many young people into the less crowded professions for which there is such great need in the Near East.

The path of progress in educational matters in Greece lies in the direction of less formalism and more freedom in the classroom, a larger proportion of children of elementary school age enrolled in schools, supervision that helps teachers instead of inspecting them, greater differentiation in secondary education, and increased opportunity for vocational education at the level of secondary schools.

VITA

George Milo Wilcox was born on May 17, 1890 in Foochow, China. His elementary education was carried on partly at home with his Mother as teacher and partly in the mission school in Foochow. In 1904 he attended Cornell Academy, Mt. Vernon, Iowa, graduating in 1907. He received the degree of Bachelor of Arts from Cornell College in 1911. From 1917 to 1919 he studied in the State University of Iowa, being granted the degree of Master of Arts in 1918. He studied in Columbia University during the summer sessions of 1923 and 1924, and the school year 1927-28.

His first teaching experience was in the high school at Vinton, Iowa, in 1911-12. During the following two years he taught in the Bulacan Provincial High School, Malolos, Bulacan, P. I. The year 1914-15 was spent in Turkey. During 1915-17 he taught in the Franklin School, Cincinnati, Ohio. While studying in the State University of Iowa, he taught in the University High School and was assistant in education and later research assistant in the College of Education. From 1919 to 1924 he worked in the Silver Bay School, Silver Bay, N. Y., as teacher and director of physical education for three years and as principal for two years. From 1924 to 1927 he was Director of Education of the Near East Relief, working in Greece, Syria, Palestine and the Caucasus. Since 1928 he has been head of the Department of Education, Huron College, Huron, South Dakota.

His publications include, "Cost of High School Instruction", Educational Administration and Supervision, Vol. IV, No. 9, Nov. 1918, 445-466; "Education of the Blind in Greece", School and Society, Vol. XXIV, No. 625, Dec. 18, 1926, 763-765; "Education of the Deaf in Greece", The Volta Review, Vol. XXVIII, No. 7, July 1926, 362-364; "Education in Soviet Armenia", Journal of Educational Sociology, Vol. II, Nos. 4 and 5, Dec. 1928 and Jan. 1929, 221-231, 310-318.

